ED 365 773 AA 001 245

Resources in Education (RIE). Volume 29, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 365 774 CE 065 078

McKee, Katharine; And Others
Self-Employment as a Means to Women's Economic Self-Sufficiency: WomenVenture's Business Development Program. SEEDS No. 15.
PUB DATE- 93
NOTE- 25p.; Also supported by the Government of the Netherlands.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; *Economic Opportunities; *Educational Opportunities; *Employed Women; Employment Patterns; *Entrepreneurship; *Financial Support; Low Income; Models; Organizations (Groups); Poverty; Program Development; Resource Materials; *Self Employment; Small Businesses; Vocational Education
IDENTIFIERS- Women Owned Businesses; *WomenVenture

This pamphlet examines the development and activities of WomenVenture's business development program in the context of facilitation of self-employment as a means to women's economic self-sufficiency. The following topics are discussed: women in the work force, women in poverty, self-employment and low-income women, formation of the Women's Economic Development Corporation (WEDCO) in Minnesota in 1983, evolution of WEDCO into WomenVenture's business development program, self-screening and the step-by-step approach to going into business for oneself, financing options (bank financing and WomenVenture financing), considerations in self-screening to determine suitability for self-employment, strategies for building a broader base of support for working women, the Self-Employment

ED 365 792 CE 065 377

National Workplace Literacy Program. 1993 Abstracts.
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Cooperative Programs; *Coordination; Job Skills; Labor Education; Labor Force Development; *Lifelong Learning; *Literacy Education; National Programs; Program Descriptions
IDENTIFIERS- *National Workplace Literacy Program; *Workplace Literacy

This publication presents the abstracts of the 57 National Workplace Literacy Program 1993 projects. Each abstract provides the following information: project title; award number; project director; awardee; address; telephone and fax numbers; funds by fiscal year (federal and nonfederal); award period; federal project officer; objectives; procedures; outcomes/results/products; educational level(s); target population(s); estimated number of trainees; and partner(s). Representative project titles are as follows: Anchorage Workplace Literacy Project; Rural Textile Workers Literacy Enhancement Project; Tyson Improvement Program; The Literacy Line!; Skills for a Competitive Workforce; Cafeteria Workers Skills Enhancement Training Program; Workplace Literacy in the Masonry Trades; Employee Assistance and Skills Enhancement; Workplace Literacy in a TQM total quality management Environment for Manufacturing and Financial Industries in Chicago and Northern Illinois; Skills Effectiveness Training for Workplace Literacy; Basic Skills in the Workplace; Quest for Quality: A Basic Skills Program for Total Quality Improvement; Project LEAP: Labor Education Achievement Program; Project REACH; Skills Today for Advancement Tomorrow; and Workplace Literacy and English Language Skills for New Jersey Small Businesses. (YLB)

ED 365 793 CE 065 378

CEDEFOP Forum 1993 (9th, Berlin, Germany, October 21-22, 1993).
PUB DATE- Nov 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Cooperative Programs; Coordination; Developed Nations; *Educational Change; *Education Work Relationship; Employment Projections; Foreign Countries; *Job Training; *Labor Force Development; *Labor Needs; *Vocational Education
IDENTIFIERS- Denmark; *European Community; Germany; Italy; Spain

The ninth meeting of CEDEFOP (French acronym for the European Centre for the Development of Vocational Training) is summarized in this report. Attending the forum were representatives of the leading vocational training research and development institutions and ministerial departments from the European Community (EC) Member States and from countries of the European Free Trade Association (EFTA). Presentations and discussions focused on the response of the vocational training systems to training needs. Erik Winther-Schmidt and Ernst Piehl stressed the need to link the labor market and the training

ED 365 812 CE 065 436

Kerry, Trevor; Tollitt-Evans, Janice
Teaching in Further Education.
PUB DATE- 92
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Students; Career Guidance; Educational Environment; Foreign Countries; Inservice Teacher Education; Learning Activities; Postsecondary Education; Professional Development; *Teacher Student Relationship; *Teaching Methods; *Teaching Skills; Technical Institutes; Units of Study; *Vocational Education
IDENTIFIERS- Great Britain

This book about teaching in further education (FE) in Britain is aimed at tutors who have come into FE from the professions with no formal training or background in teaching. It is divided into 20 units, each unit focusing on a major theme and its related subthemes. The units are self-contained but are often interrelated or cross-referenced. Unit topics are as follows: handling relationships with students; helping personal and social development; creating a learning environment; planning and documenting the curriculum; teaching skills: questioning, explaining, setting tasks; teaching skills: organization and management of learning; setting and responding to students' written work; handling placement in work effectively; recordkeeping; monitoring quality; teaching adult students; giving vocational guidance to students; sustaining equal opportunities and meeting special educational needs; coping with administrative tasks; exercising financial control; dealing with outside agencies; promoting your course; managing time; leading staff teams; and sustaining personal professional development. Within each unit, there are tasks (a total of 75 in the entire book) for the reader to carry out either in the classroom as the opportunity arises or during a period of conscious teaching experimentation. The text is confined to fairly short blocks wherever possible, and much information is tabulated: there are 50 tables and figures as well as numerous lists of salient information or questions. Contains 40 references and an index. (YLB)

ED 365 813 CE 065 437

National Survey of the Job Training Partnership Act Eight Percent Set-Aside.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 16p.; Conducted for the Southeastern State Education Agencies JTPA Consortium. For a related document, see CE 065 438.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Budgeting; Cooperative Programs; *Coordination; Curriculum Development; Economically Disadvantaged; *Educational Cooperation; Federal Programs; Job Training; National Surveys; Postsecondary Education; Program Administration; *Resource Allocation; Secondary Education; Staff Development; State Programs; Technical Assistance
IDENTIFIERS- *Job Training Partnership Act 1982

ED 365 830 CE 065 464

Project SIDE. Performance Report. 1992-1993.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 339p.; For related documents, see ED 348 550 and CE 065 465.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Cooperative Programs; Coordination; *Inplant Programs; Job Training; *Literacy Education; Partnerships in Education; *Program Effectiveness; Program Evaluation; School Business Relationship
IDENTIFIERS- Workplace Literacy

This document consists of the performance report and evaluation report of the second funding of Project SIDE, a workplace literacy project at Alabama Southern Community College (ASCC). The performance report contains the following: a list of the industrial partners; basic skills framework; chronological listing by company of courses offered; alphabetical listing of topics developed based upon partner need; customized workplace topics by partner; copies of participant profiles, assignment logs, and session control sheets; completed session control sheets for each of six cycles of direct services; and examples of evaluations used. The external evaluation begins with a rationale for and an overview of workplace literacy. A discussion follows of the four levels on which workplace literacy programs are evaluated. Other contents are as follows: listings of Project SIDE's activities, five main objectives, and training partners; a description of the characteristics of trainees; and information collected through onsite visits, review and analysis of evaluation materials, and review and analysis of project records. These conclusions are reported: ASCC's performance in providing training that matched critical needs identified by partners was outstanding; learning did take place; job performance improved; and two partners experienced a decrease in absenteeism attributed to the training. Extensive appendixes include the roster of employee partners; training dates, types, and organizations; session control sheets for training activities; and workshop evaluation form. (YLB)

ED 365 831 CE 065 465

Woodyard Skills Handbook. Today's Workplace: An Employee Handbook .
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 200p.; For related documents, see ED 348 550 and CE 065 464.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Employer Employee Relationship; *Employment Potential; Fractions; Guides; Inplant Programs; *Job Skills; Job Training; Labor Force Development; *Literacy Education; Measurement; Reading Comprehension; Vocabulary
IDENTIFIERS- Workplace Literacy

ED 365 848 CE 065 495

Houle, Cyril O.
The Inquiring Mind: A Study of the Adult Who Continues To Learn. Second Edition.
PUB DATE- 88
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Learning; Educational Philosophy; Educational Practices; *Educational Trends; *Learning Motivation; *Lifelong Learning; *Student Characteristics
IDENTIFIERS- *Houle (Cyril O)

This book is the second edition of a work drawn from a series of lectures given by a distinguished scholar and teacher in the field of adult learning at the University of Wisconsin in 1960. The subject of the lectures was adult continuing education--who continues to learn and why. Research was conducted through a series of 2-hour interviews with about 25 residents of the Chicago area. Participants came from varied socioeconomic background, were of various ages, were both men and women, married and single. Some of the findings of the study were the following: (1) more people continue their education from the late 20s until age 50 than at any other time; (2) the higher the formal education of the adult, the more likely it is that he or she will take part in continuing education; (3) learners were usually readily discerned as such by their friends; (4) for the learning oriented, education was an almost constant rather than occasional activity; (5) enrollment in formal education is largely vocational in nature; (6) some learners attend educational classes for the activity itself and the social opportunities the educational setting provides; and (7) influences on learning included family background, teachers and schools, public libraries, occupations, and the examples of friends--but how these influences worked were varied. In an afterword for the second edition of the book, the author summarizes the research of the first part and offers ideas on later trends and research studies, such as self-directed learning and increased participation in higher education by adults. (KC)

ED 365 849 CE 065 496

Lindeman, Eduard C.
The Meaning of Adult Education. A Classic North American Statement on Adult Education.
PUB DATE- 89
NOTE- 143p.; Reprint of the 1961 Harvest House edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; *Adult Education; *Adult Learning; Educational Environment; Educational Needs; *Educational Objectives; *Role of Education; Self Actualization; *Sociocultural Patterns; Vocational Education

Adult education is so named not because it is confined to adults but because adulthood defines its limits. As a process, adult education revolves around nonvocational ideals. Its approach is via the route of situations rather than subjects. Adult education attempts to discover new methods and create new incentive for learning. It attempts to serve as a means of

ED 365 868 CE 065 577

Families with Special Health Needs. Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jun 93
NOTE- 228p.; For the curriculum guide, see ED 312 493.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competency Based Education; Course Content; Disabilities; *Educational Resources; *Family Problems; Frail Elderly; Health Activities; Health Education; Health Materials; *Health Needs; Health Services; *Home Economics; Human Body; Long Term Care; Nursing Homes; Secondary Education; *Special Health Problems; Special Needs Students; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- Texas

This reference book is correlated closely with the essential elements prescribed by the State Board of Education in the Texas Administrative Codes for Home Economics. It is organized into 22 chapters that are intended to be used as needed, not in any particular order. Each chapter begins with the essential element(s) and objectives to achieve. Within the text, italicized, bold-faced vocabulary terms are included with definitions or explanations. Illustrations are also included. The content of each chapter is summarized, and a critical thinking section is included to reinforce the basic content and to facilitate critical thinking skills. Chapters cover the following topics: special health needs of individuals; financial impacts on families; factors affecting psychological family health; the person with special health needs and society; special health conditions; characteristics of special health conditions; social and psychological effects of special health needs; special health needs advances; laws for a person with special health needs; employment and training for persons with special health needs; the aging process; changes and needs of the elderly individual; needs of the elderly; elderly in the community; services for the elderly; care for the elderly upon retirement; family adjustments for special health needs; physical care for the person with special health needs; terminal illness and death; needs of persons with emotional, intellectual, and physical impairments; abuse of elderly and people with disabilities; and careers regarding special health needs. A list of 23 references and an index of technical terms and concepts complete the book. (KC)

ED 365 869 CE 065 578

Successful Parenting for School-Age Parents. Teacher's Resource Guide. Student Reference Book.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Programs and Instruction.
PUB DATE- Jan 94
NOTE- 846p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Development; Child Rearing; Classroom

ED 365 888 CE 065 691

Project for Tech Prep Curricula in Computer Science Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- 17 Aug 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competence; Competency Based Education; *Computer Science; Course Content; *Course Descriptions; *Curriculum Development; *Educational Needs; *Employer Attitudes; Entry Workers; High Schools; Postsecondary Education; State Curriculum Guides; Statewide Planning; Two Year Colleges
IDENTIFIERS- Tech Prep

A project was conducted to establish criteria for entry- and exit-level competencies in computer technology along with concomitant entry-level job positions and to recommend a modified, updated computer technology curriculum. Information was gathered through employer interviews, discussions with educators, and examinations of exemplary programs and college and university programs. Analysis of the information gathered resulted in documentation of computer jobs that exist today, the competencies required for entry into these jobs, classes leading to these competencies, classes grouped into a curriculum leading to these jobs, and information on how to obtain these jobs. The study concluded that students would need knowledge of a variety of computer software, excellent English skills, good mathematics skills at least through algebra, social skills, and a teamwork approach in order to work in the computer science field. A required core of classes and their competencies was developed. (KC)

ED 365 889 CE 065 700

Beaudin, Bart; And Others
Anhydrous Ammonia Training Module. Trainer's Package. Participant's Package.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
PUB DATE- 1 Feb 94
NOTE- 63p.; Produced by the High Plains Intermountain Center for Agricultural Health and Safety.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Supplies; *Course Content; *Farm Occupations; Learning Modules; *Occupational Safety and Health; Off Farm Agricultural Occupations; Postsecondary Education; *Safety Education; *Teaching Methods; Units of Study
IDENTIFIERS- *Anhydrous Ammonia

This document contains a trainer's and a participant's package for teaching employees on site safe handling procedures for working with anhydrous ammonia, especially on farms. The trainer's package includes the following: a description of the module; a competency; objectives; suggested instructional aids; a training outline (or lesson plan) for the module that coordinates time, facilitator actions or statements, and

ED 365 909 CG 025 173

NASW Standards for Social Work Case Management.
PUB DATE- Jun 92
NOTE- 28p.; For related pamphlets, see CG 025 174-178. Prepared by the Case Management Standards Work Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Caseworkers; *Professional Associations; *Social Work; Social Workers; *Standards
IDENTIFIERS- *Case Management; National Association of Social Workers

This document presents the standards for social work case management created by the National Association of Social Workers (NASW). Social work case management is defined as "a method of providing services whereby a professional social worker assesses the needs of the client and the client's family, when appropriate, and arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the specific client's complex needs." The goals of case management are discussed, including the primary goal of optimizing the client's functioning by providing quality services in the most efficient and effective manner to individuals with multiple complex needs. Tasks and functions of the case manager in both client-level and system-level interventions are described. The 10 standards for case management are then presented and interpreted. Standard 1 describes the necessary qualifications of the social work case manager. Standards 2 through 5 pertain to client issues: primacy of the client's interests, self-determination, confidentiality, and client intervention. Standards 6 through 8 pertain to systems issues: system intervention, fiscal accountability and quality assurance, and program evaluation. Standards 9 and 10 return to the initial focus of the social work case manager with a discussion of adequate staffing and interprofessional relationships. The document concludes with a summary of the major principles of the NASW Code of Ethics. (NB)

ED 365 910 CG 025 174

NASW Standards for School Social Work Services.
PUB DATE- 18 Jun 92
NOTE- 29p.; For related pamphlets, see CG 025 173-178. Prepared by the Education Commission Task Force.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Professional Associations; *School Social Workers; *Social Work; *Standards
IDENTIFIERS- National Association of Social Workers

This document presents the standards for school social work created by the National Association of Social Workers (NASW). A total of 33 standards are presented and interpreted. The first 16 standards are classified as standards of competence and professional practice, competence being defined as the synthesis of professional behaviors that integrate knowledge, skills, and activities in the performance of the tasks of school social work, and professional practice referring to the standards of ethics, provision of services, and responsibilities that school social workers are expected to maintain. Standards 17 through 21 are classified as standards of professional preparation and development. These standards

ED 365 929 CG 025 194

Illovsky, Michael E., Ed.
Illinois Association for Counseling and Development (IACD) Quarterly, 1988.
PUB DATE- 88
NOTE- 220p.; Published in issues dated Fall, Spring, Summer, Winter.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Development; Aging (Individuals); Bulimia; College Students; *Counseling; *Cultural Awareness; Empathy; Higher Education; *Stepfamily; *Supervision

This document consists of the four issues of the "IACD Quarterly" published in 1988. Articles in this volume include: (1) "Understanding Stepfamilies: A Primer for Counselors" (Jeff Edwards); (2) "Role of Counseling in Adult Development and Aging" (William Gorman); (3) "Responding to the Last Minute Undergraduate Career Client" (Alan Farber and Allen Ottens); (4) "Counselor's Network" (Joe Jackson); (5) "Oatmeal and Evaluation: The Right Thing To Do" (Diane Kjos); (6) "Bulimia: A Chronic Condition" (Sandra Early, Ann Rauls, Gayle Privette, and Joan Duer); (7) "First Person Accounts: Exercises in Empathy for Counselor Trainees" (Pamela Cogdal and R. Anthony Sanders); (8) "My Cultural Heritage: Germanic" (Barbara Runge); (9) "My Cultural Heritage: British American Ethnicity" (John Heath); (10) "Chicanos and the Counseling Process" (Chuck Rudiger); (11) "Counseling the Puerto Client" (Kimberley Laird); (12) "Counseling Asian Indians in American" (Janice Tapprich); (13) "Investigative Report of the Native American Culture" (Joyce Ann Piechowski); (14) "Multicultural Counseling: Native Americans" (Kathleen Larkin); (15) "The Eskimo" (Barbara Davidson); (16) "Excellence in Supervision - Preparation for Counseling Excellence: About This Issue" (Jeffrey Edwards and Robert Nejedlo); (17) "Approaches to Supervision: Expectations for Master's Students' Skill Development, and Criteria for Evaluation" (Robert Nejedlo); (18) "Students' Perceptions of What is Helpful Supervision in Counseling Practicum" (Marilyn Penland); and (19) "The Use of Teams in Training Family Therapists" (Anthony Heath). (NB)

ED 365 930 CG 025 195

Illovsky, Michael E., Ed.
Illinois Association for Counseling and Development (IACD) Quarterly, 1989.
PUB DATE- 89
NOTE- 222p.; Published in issues dated Fall, Spring, Summer, Winter.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Aging (Individuals); *Counseling; *Counseling Effectiveness; Self Esteem; Stress Management; *Stress Variables; *Supervision

This document consists of the four issues of the "IACD Quarterly" published in 1989. Articles in this volume include: (1) "Supervisor and Team: Catalysts-in-Training" (Lori Reinke and Clare Powers); (2) "On Being Supervised as a Supervisor" (Jeffrey Edwards); (3) "Approaches to Supervision: Expectations for Doctoral Students' Skill Development, and Criteria for Evaluation" (Allan Dye); (4) "Toward the Credentialing of

ED 365 948 CS 011 540

VanLeirsburg, Peggy; Johns, Jerry L.
Teachers as Readers. Literacy Research Report No. 18.
PUB DATE- Feb 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Professional Development; *Reading Attitudes; *Reading Habits; Reading Research; Secondary School Teachers; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Illinois (North); Teacher Surveys

A study examined teachers' reading habits and attitudes. Subjects, 204 educators who were enrolled in classes or a for-credit reading workshop in the northern Illinois area, completed a 32-item survey to determine their reading habits. Respondents were primarily elementary teachers who had earned at least a bachelor's degree and who had six or fewer years of experience in their current position. Results indicated that: (1) over half read at least three journal articles a month and two professional books each year; (2) at least three-fourths read the newspaper daily, one magazine that was not a professional journal, and one book for pleasure reading monthly; however, (3) only half of the respondents reported that administrators where they worked shared research and other professional writing at meetings; (4) only about 40% of the respondents felt that their colleagues frequently referred to ideas and research from professional readings; and (5) respondents felt they did not have enough time for personal or professional reading on the job or at home. Findings suggest that many educators are serving as powerful role-models for life-long literacy; however, ideas that may be helpful in the way educators perceive themselves as readers include: set aside specific time to read and discuss with colleagues; and keep current with professional reading. Administrators should also realize that sharing current professional literature is a cost-cutting means of inservice education. Contains 13 references. (RS)

ED 365 949 CS 011 541

Strickland, Kathleen; Strickland, James
Un-Covering the Curriculum: Whole Language in Secondary and Postsecondary Classrooms.
PUB DATE- 93
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Classroom Communication; Educational Technology; Higher Education; High Risk Students; High Schools; Integrated Curriculum; Politics of Education; Reader Response; Secondary Education; *Student Evaluation; *Theory Practice Relationship
IDENTIFIERS- *Educational Issues; Response to Literature; Writing to Learn

Combining the theoretical with the practical, this book discusses what whole language is and how it can be used in the high

ED 365 969 CS 011 566

Shambaugh, R. Neal
Personalized Meanings: The Cognitive Potentials of Visual Notetaking.
PUB DATE- Feb 94
NOTE- 45p.; Paper presented at the Annual Eastern Educational Research Association Conference (Sarasota, FL, February 9-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Higher Education; Learning Strategies; *Notetaking; Outlining (Discourse); *Study Skills; *Visual Learning
IDENTIFIERS- Visual Imagery; *Visual Thinking

Noting that students fail to fully realize the advantages of notetaking as a process to develop a personalized learning system, this paper proposes the use of visual constructions to help students re-establish for themselves the unity of knowledge and to create personalized meanings to this knowledge. The paper summarizes the benefits of notetaking and reviews research on the subject. The paper also proposes a broad definition of visual notetaking, and provides a survey and summary of visual notetaking and direct instructional visual notetaking methods. The paper examines cognitive features of visual notetaking that serve as a basis for establishing the cognitive potentials of visual constructions. Seventeen figures illustrating aspects of visual notetaking, a table presenting the features, benefits, and drawbacks of visual notetaking methods, and a table presenting cognitive strategies and processes are included. (Contains 55 references.) (RS)

ED 365 970 CS 011 570

Moke, Susan, Ed.; Shermis, Michael, Ed.
Parents as Models. Make the Parent Connection! Leader Guide.
PUB DATE- 92
NOTE- 21p.; For other leader guides, see CS 011 571-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; Models; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Training Methods; Young Children
IDENTIFIERS- Family Literacy

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to use in modeling the kind of behavior that will help children do better in school. The guide contains material necessary to conduct a 1- or 1.5-hour session which reinforces the idea that parents are their children's most influential models for good learning habits, especially for reading and writing. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout

ED 365 991 CS 214 167

Dyson, Anne Haas, Ed.; Genishi, Celia, Ed.
The Need for Story: Cultural Diversity in Classroom and Community.
PUB DATE- 94
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Community Characteristics; *Cultural Differences; Elementary Education; *Multicultural Education; Sex Differences; *Story Telling; Student Needs; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Community Ties; Cultural Sensitivity; Narratology; Story Telling by Children

Emphasizing the complex relationships among story, ethnicity, and gender, this book explores the nature of story--the basic functions it serves, its connections to the diverse sociocultural landscape of society, and its power in the classroom. In addressing concerns about how to most effectively serve increasingly diverse student populations, the book demonstrates through example the need for and the power of story. Chapters in the book are: (1) "Introduction: The Need for Story" (Anne Haas Dyson and Celia Genishi); (2) "Multiculturalism, Community, and the Arts" (Maxine Greene); (3) "Life as Narrative" (Jerome Bruner); (4) "The Power of Personal Storytelling in Families and Kindergartens" (Peggy J. Miller and Robert A. Mehler); (5) "Multicultural Literature for Children: Towards a Clarification of the Concept" (Mingshui Cai and Rudine Sims Bishop); (6) "What Is Sharing Time For?" (Courtney B. Cazden); (7) "'The Blacker the Berry, the Sweeter the Juice': African American Student Writers" (Geneva Smitherman); (8) "Gender Differences and Symbolic Imagination in the Stories of Four-Year-Olds" (Ageliki Nicolopoulou and others); (9) "'And They Lived Happily Ever After': Cultural Storylines and the Construction of Gender" (Pam Gilbert); (10) "Princess Annabella and the Black Girls" (Vivian Gussin Paley); (11) "'I'm Gonna Express Myself': The Politics of Story in the Children's Worlds" (Anne Haas Dyson); (12) "'All the Things That Mattered': Stories Written by Teachers for Children" (Sal Vascellaro and Celia Genishi); (13) The Contribution of the Preschool to a Native American Community" (Susan J. Britsch); (14) "Stories as Ways of Acting Together" (Shirley Brice Heath); (15) "Writing as a Foundation for Transformative Community in the Tenderloin" (Carol E. Heller); and (16) "Conclusion: Fulfilling the Need for Story" (Celia Genishi and Anne Haas Dyson). (RS)

ED 365 992 CS 214 168

Zak, Frances
Responding to Student Papers: When Less Is More.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 366 010 CS 508 416

Morris, Merrill
E-Mail Editors: Gatekeepers or Facilitators?
PUB DATE- Aug 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Editing; *Editors; *Electronic Mail; Higher Education; Mass Media; Questionnaires; Research Needs
IDENTIFIERS- Communication Context; *Computer Mediated Communication; *USENET

An exploratory study focused on identifying editing values of a new mass medium, computer discussion groups known as Usenet newsgroups. A Usenet newsgroup is defined as a collection of articles grouped loosely by subject and accessible by nearly anyone with a computer and a modem. At present, most newsgroup users are affiliated with universities, the government, or the computer industry. Questionnaires were sent via e-mail to all current Usenet moderators. Of the 70 moderators who indicated they edited postings, 33 returned completed surveys. Results indicated that: (1) 72.7% of the moderators said that editing was either somewhat important or very important to group members; (2) for the most part, the moderators are not professional editors; (3) editing standards are not generally high; (4) the values of usefulness and "flaming" were influential for the moderators; and (5) the moderators used 75% to 100% of the postings to their newsgroup, with most using nearly all the submissions. Findings suggest that the moderators act more as facilitators than gatekeepers in the usual journalistic sense; and that, if computer communication is indeed a new mass medium, mass communication researchers must consider new models for understanding it. (Contains 2 tables of data and 25 references.) (RS)

ED 366 011 CS 508 417

Maher, Michelle R.
Men Do and Women Are: Sixth Grade Girls, Media Messages and Identity.
PUB DATE- 3 Apr 92
NOTE- 21p.; Paper presented at the Center for the Study of Communication's Mainstream(s) and Margins Conference (Amherst, MA, April 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Grade 6; *Identification (Psychology); Intermediate Grades; *Mass Media Effects; Mass Media Role; Media Research; Qualitative Research; *Role Theory; *Self Concept; Sex Differences; *Television Commercials
IDENTIFIERS- Feminist Criticism; Message Perception; New York (Central)

Focusing on the point that female identities continue to form using the reference point of the male image or identity, a study juxtaposed a qualitative research project and the expressions of patriarchy represented in two television milk

ED 366 031 CS 508 438

Broda-Bahm, Kenneth T.
Community Concepts of Argumentative Legitimacy: Challenging Norms in National-Circuit CEDA Debate.
PUB DATE- 19 Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; Higher Education; *Persuasive Discourse; *Standards; Undergraduate Students
IDENTIFIERS- Cross Examination Debate Association; Debate Tournaments; *Discourse Communities; *National CEDA Tournament; Rhetorical Stance

As a critical activity, academic debate potentially offers its participants a wide choice in deciding how, and on what basis, a proposition can be defended or challenged. Despite this range of possibilities, CEDA (Cross Examination Debate Association) debate at the national level has developed a consistency in the types of arguments offered and the ways in which those arguments are expected to be refuted. As an argument community, CEDA's emerging national circuit has developed powerful norms which are enforcing a particular conception of "good argument" while at the same time limiting the possibility for discussions on the conditions of argument itself. Consensual standards of what is argumentatively appropriate have evolved which strongly favor specific and temporally-bound "scenario"-based interpretations and which discourage meta-argumentative and other philosophical critiques. While the existence of strong norms in an argumentative community may be beneficial, the current norms of the national-circuit CEDA community operate to limit creativity at the highest levels of competitive debate and to severely restrict the possibilities for those forms of argumentative self-regulation which offer the best hope for maintaining the health of the activity in an environment relatively free of externally imposed norms. (Contains 19 references.) (RS)

ED 366 032 CS 508 439

Yang, Hwei-Jen
Communication Patterns of Individualistic and Collective Cultures: A Value Based Comparison.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Chinese Culture; Comparative Analysis; *Cultural Differences; *Cultural Traits; *Freedom of Speech; Higher Education; *Individualism; *Interpersonal Communication; North American Culture
IDENTIFIERS- Asia (East); *Collectivism; Communication Behavior; *Communication Patterns; Japanese Culture

For Asian Americans, learning only the skills of verbal communication is not sufficient--they need to develop a sense

ED 366 050 EA 025 505

Williams, Leonard, Ed.; Press, Harold, Ed.
Our Children Our Future. The Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education. Commissioned Studies.
PUB DATE- 92
NOTE- 685p.; For Summary Report, see EA 025 502; for full report, see EA 025 503.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; Accountability; Educational Finance; Educational History; *Educational Quality; *Educational Trends; Elementary Secondary Education; Equal Education; Foreign Countries; Governance; Instructional Improvement; Primary Education; Role of Education; Teacher Role
IDENTIFIERS- *Newfoundland

This book contains 22 background papers or research studies, which were commissioned in 1990 by the Royal Commission of Inquiry, Newfoundland (Canada), to assess the delivery of services in primary, elementary, and secondary education. Part 1, "Historical Features," includes: (1) "A Historical Overview of Developments in Newfoundland's Primary-Elementary-Secondary Education System" (Lorne Wheeler); and (2) "The Administration of Newfoundland's School System: Past, Present, and Future" (Tom Pope). Part 2, "The Mandate of Schools," contains: (3) "Mandate of Schools: A Position Paper" (Lloyd Brown); (4) "Components of a Mandate Statement" (Sr. Teresita Dobbin); and (5) "Expanding Expectations-Conflicting Ideologies: Re-thinking the Process of Education in Newfoundland" (Dennis Mulcahy). The third part, "Trends in Education," is comprised of: (6) "School Councils" (Jeannie House); (7) "Community Use of Schools: Evolution or Revolution" (Tom Clift); (8) "Multi-Grading" (Regina Warren); and (9) "Distance Education" (Garfield Fizzard). The chapters in part 4, "Critical Goals for Education," include: (10) "Equalizing Educational Opportunity" (Charlotte Strong with Bryan Hartman, et al.); and (11) "Performance Indicators and System Accountability" (Robert Crocker). The fifth part, "Critical Issues in Education," contains: (12) "The Use of Instructional Time" (Alice Collins); (13) "The Changing Face of Teaching" (Eric Burry and Reginald Bonnell); and (14) "Native Education" (Frank Riggs). Chapters that comprise part 6 include: (15) "Governance and Administrative Issues" (Larry Moss); (16) "A Study of the Provision of Support Services to Schools and Teachers by School District Personnel in Newfoundland and Labrador" (Frank Cramm and Royston Kelleher); (17) "School-based Administration: Changing Roles and Expectations" (George Hickman and Dennis Treslan); (18) "Curriculum" (Clar Doyle and Dennis Mulcahy); and (19) "An Examination of Critical Factors in the Establishment of Effective School Districts" (Dennis Treslan). Part 7 includes: (20) "Costs and Consequences: An Examination of the Potential for Consolidation within the Education System and the Associated Costs" (Harold Press). The final part contains: (21) "Attitudes Toward Denominational Education in Newfoundland" (Mark Graesser); and (22) "Public Attitudes Toward Educational Change in Newfoundland, 1991" (Jeffrey Bulcock). References accompany each chapter. (LMI)

ED 366 051 EA 025 514

World Education Report, 1993.

ED 366 071 EA 025 572

Beckham, Joseph C.
School Officials and the Courts: Update 1993. ERS Monograph.
PUB DATE- 93
NOTE- 79p.; For the 1992 update, see ED 355 621.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Administrators; Boards of Education; *Court Litigation; Dismissal (Personnel); Educational Finance; Elementary Secondary Education; *Legal Responsibility; Principals; *Public Schools; Religion; *School Administration; *School Law; School Personnel; Special Education; State Church Separation; Student Rights; Torts

Case law concerning the schools covers a variety of areas, such as the constitutional rights of students and teachers, that were not at issue to previous generations of school leaders. This monograph is the 15th in a series designed to help school officials keep up to date on current court decisions and their implications for local school district management and policy. Cases included were selected from judicial decisions found in federal and regional court reports in the period from July 1, 1992 to June 30, 1993. The cases were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy making and practice. The case summaries are organized according to the following general topics: (1) school boards and board members; (2) administrators; (3) finance; (4) teachers and other district employees; (5) pupils; (6) special education; (7) religion; and (8) torts and related statutory liability. Appended are reference notes, legal citations for each section, and a glossary of selected legal terms. (MLF)

ED 366 072 EA 025 573

Walkush, Laura; Hagans, Rex W.
Educational Needs of the Northwest: 1992 Annual Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *Curriculum Development; *Educational Assessment; Educational Change; *Educational Finance; *Educational Needs; Elementary Secondary Education; Public Schools; Regional Cooperation; Regional Programs
IDENTIFIERS- Alaska; Idaho; Montana; Oregon; Washington

The Northwest Regional Educational Laboratory (NWREL) conducted a study of educational needs in its member states: Alaska Idaho, Montana, Oregon, and Washington. The 1992 Regional Needs Assessment had three objectives: (1) to identify current and emerging issues affecting educators in the Northwest; (2) to identify research and development needs related to these issues; and (3) to assess implications of these issues and needs for NWREL program and policy development. Research and surveys determined the following issues of concern: systemic change, school finance, curriculum and instruction, meeting all

ED 366 092 EA 025 596

Wendel, Frederick C., Ed.; Kelley, Edgar, Ed.
Preventive Law: Strategies for Avoidance of Litigation in Public Schools. UCEA Monograph Series.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administrator Role; *Board of Education Role; Elementary Secondary Education; *Legal Problems; *Legal Responsibility; Prevention; *Public Schools; School Districts; *School Law
IDENTIFIERS- *Preventive Law

Education law changes rapidly, making it difficult to understand and administer. Even when it is understood, school boards and administrators often must make legal decisions contrary to their own value systems. One way to lessen these conflicts is preventive law, the voluntary revision of school district policies and procedures to lessen or eliminate potential litigation. Chapter 1 of this report covers perspectives on preventive education law. It stresses that the greater the use of preventive law strategies, the less the need for conflict resolution through litigation. Chapter 2 reviews the history of education law and litigation in the United States and presents the political-administrative model for conflict resolution. Conflict settlement through the judicial process is presented as well as efforts to create a new administrative model for dealing with legal conflict. The emerging concept of preventive law and its promise for avoiding legal conflict is the topic of chapter 3. The origins of preventive education law are covered and a new model for preventive law is offered. Chapter 4 includes preventive law strategies: increased communication among educators and parents, better understanding of education law, stronger implementation of policies and procedures, internal review of school district policy, and an external preventive law audit. (Contains 54 references.) (JPT)

ED 366 093 EA 025 597

King, Jean A.; Lonnquist, M. Peg
The Future of Collaborative Action Research: Promises, Problems, and Prospects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Educational Change; *Educational Cooperation; Educational Research; Elementary Secondary Education; Methods Research; *Participatory Research; Teacher Participation; Theory Practice Relationship

This paper examines collaborative action research in order to clarify the arguments and research base that either support or oppose the process. Proponents who advocate the institutionalization of collaborative action research point to its theoretical rationale, a growing research base that documents the value and outcomes of the process, and supporting research on educational change. Opponents cite lack of proof,

ED 366 114 EA 025 634

Kearsley, Greg, Ed.; Lynch, William, Ed.
Educational Technology: Leadership Perspectives.
PUB DATE- 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Information Technology; Instructional Innovation; *Leadership; Leadership Training; *Professional Development

This book addresses the topic of leadership in the use of educational technology. The four chapters of the first part discuss some of the issues associated with leadership in the use of educational technology. They include: (1) "Educational Technology Leadership in the Age of Technology: The New Skills" (Greg Kearsley and William Lynch); (2) "Leadership Without Followers" (Christopher J. Dede); (3) "Sharing the Vision: Creating and Communicating Common Goals, and Understanding the Nature of Change in Education" (Donna C. Rhodes); and (4) "Computer Support for Administrative Leadership of Schools" (William C. Bozeman and Dennis W. Spuck). Part II: "Examples" contains five chapters that present case studies of educational-technology leadership ranging from individual schools to national efforts: (5) "Teachers as Technology Leaders: Five Case Studies" (Angeline Ferris and Nancy Roberts); (6) "Turning Your Vision into Reality: SeniorNet and Apple Core" (Mary Furlong and Martha Rolley); (7) "Designing the Future: The Florida Schoolyear 2000 Initiative" (Robert K. Branson and Atsusi Hirumi); (8) "Leadership for Transition: Moving from the Special Project to Systemwide Integration" (Betty Collis and Jef Moonen); and (9) "Technology Leadership in the English Educational System: From Computer Systems to Systematic Management of Computers" (Brent Robinson). The third part includes chapters that outline various strategies for leadership in educational technology,including: (10) "Educational Leadership in an Information-Rich Society" (Frank B. Withrow); (11) "The Training and Development of Educational Technologists for the 21st Century" (Alexander J. Romiszowski and Costas Criticos); and (12) "Closing Education's Technology Gap" (Lewis J. Perelman). An index and references are included. (LMI)

ED 366 115 EA 025 787

Prisoners of Time.
PUB DATE- Apr 94
NOTE- 59p.; For other documents related to the Commission's work, see ED 361 124 and ED 341 115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; Class Organization; Comparative Education; Computer Uses in Education; *Core Curriculum; *Educational Change; Educational Improvement; Elementary Secondary Education; Excellence in Education; Extended School Day; Extended School Year; *Faculty Workload; Foreign Countries; Role of Education; School Community Relationship; School Restructuring; *School Schedules; *Time Factors (Learning); Time on Task; Year Round Schools

ED 366 134 EC 302 728

Logan, Kent R.; And Others
Skills, Activities, Matrixing System: Project SAMS. A Curriculum Process for Students with Profound Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Curriculum Development; Developmental Programs; Elementary School Students; Elementary Secondary Education; Experiential Learning; Family Involvement; Individualized Education Programs; *Integrated Curriculum; Learning Activities; Secondary School Students; *Severe Disabilities; *Severe Mental Retardation; Social Integration; Student Educational Objectives

Project SAMS (Skills, Activities, Matrixing System) was designed to develop and validate a curriculum process for educating students with profound disabilities. Central to the 3-year curriculum process was matrixing, or integrating, basic developmental skills across multiple functional, age-appropriate, and integrated activities. Components included the following: (1) assessing families to determine valued activities and routines for instruction; (2) assessing school and community environments for the selection of activities needed for functioning in current and future integrated environments; (3) assessing activities for the selection of basic developmental skills or skill steps in a chained task of instruction; (4) developing instructional objectives based on a concept of partial participation; (5) scheduling activities throughout the whole instructional day; (6) writing Individualized Education Programs; and (7) developing data collection and analysis procedures. The process was developed and evaluated with 14 teachers and 45 students with profound disabilities. The curriculum process was rated highly positive by both teachers and parents. The staff development course was rated very highly by teachers and administrators. Student progress data indicated greater learning and generalization than in previous years. Teacher maintenance of the process was high. Much of the document consists of the SAMS curriculum process guide and appendices that provide detailed behavioral objectives and other project material. (DB)

ED 366 135 EC 302 729

Stough, Laura M.
Research on Multiple-Choice Questions: Implications for Strategy Instruction.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

ED 366 153 EC 302 756

Wadsworth, Donna E.; Knight, Diane
Help! Is This an Intensive Care Unit or a Classroom?
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual International Conference of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adjustment (to Environment); Classroom Environment; *Classroom Techniques; Elementary School Students; Elementary Secondary Education; Emotional Adjustment; *Health Services; Inservice Education; Interpersonal Relationship; *Physical Disabilities; Secondary School Students; Severe Disabilities; *Special Health Problems
IDENTIFIERS- *Medically Fragile; *Technologically Dependent

This paper offers practical suggestions to educators working with the increasing numbers of students who are technologically dependent and/or medically fragile. Suggestions address the following areas: (1) management of the physical environment and specialized equipment (e.g., maximizing accessibility, equipment in the classroom, classroom arrangement, and field trips); (2) staff concerns (staff orientation specific care training, instructional modifications, and specialist involvement); and (3) student/family needs (assistance in developing positive peer relationships; adaptation of behavioral management techniques; and establishment of a mechanism for providing emotional support to the family, school health caretakers, and educational staff). (DB)

ED 366 154 EC 302 757

Cessna, K. Kay; And Others
Instructionally Differentiated Programming. A Needs-Based Approach for Students with Behavior Disorders.
PUB DATE- 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; Curriculum Development; Educational Diagnosis; Elementary School Students; Elementary Secondary Education; Individualized Education Programs; *Individualized Instruction; *Instructional Development; Program Development; Secondary School Students; Student Educational Objectives; *Student Needs; *Teaching Models
IDENTIFIERS- Colorado

This monograph offers six papers which present a model to assist in developing instructionally differentiated programming based on individual needs for students with behavioral disorders. The first three chapters focus on underlying philosophies. A paper by Myron Swize titled "Colorado's Needs-Based Approach" stresses that it is more important to focus on students'

ED 366 171   EC 302 775

Vanderwood, Michael; And Others
Consensus Building: A Process for Selecting Educational Outcomes and Indicators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 17p.; For related documents, see EC 302 768-774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cooperative Planning; *Decision Making; *Disabilities; Elementary Secondary Education; Models; Outcomes of Education; Preschool Education; *Student Educational Objectives; *Student Evaluation; Teamwork
IDENTIFIERS- Consensus; *Consensus Models; *Multi Attribute Consensus Building; National Center on Educational Outcomes

The National Center on Educational Outcomes (NCEO) was established to work with states and other policy groups to develop a model of educational outcomes for students with disabilities and to generate a list of indicators of these outcomes. NCEO developed a technique named Multi-Attribute Consensus Building (MACB) to build consensus among educators, policymakers, administrators, parents, advocates, and other stakeholders. MACB is a quantitative, objective approach for determining a small group's opinion about the importance of each item in a list, through three stages: generation of input, consensus working session, and synthesis of consensus. NCEO produced large lists of outcomes and indicators and used MACB to determine how important these indicators were to various groups. NCEO used the ratings to determine which indicators and outcomes to use in the model at the school completion, postschool, and early childhood levels. Following a description of the MACB approach, this report discusses equipment needed, technical and logistical issues, ways to modify the MACB process, and advantages and limitations. Figures and appendixes present: (1) a conceptual model of outcomes; (2) MACB stages and tasks to accomplish; (3) a table showing decisions made during the process of synthesizing consensus; (4) a handout on the consensus-building process; (5) an example of an indicator's importance ratings spreadsheet; and (6) equipment configurations. (Contains 11 references.) (JDD)

ED 366 172   FL 021 390

Brown, James Dean; Ross, Jacqueline A.
Decision Dependability of Subtests, Tests, and the Overall TOEFL Test Battery.
PUB DATE- Apr 93
NOTE- 56p.; Paper presented at the Annual Meeting of the Language Testing Research Colloquium (Cambridge, England, United Kingdom, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Language Tests; Statistical Analysis; *Test Reliability; Test Theory; *Test Validity
IDENTIFIERS- *Test of English as a Foreign Language

This study investigates the Test of English as a Foreign Language (TOEFL), in particular the relative contributions to score

ED 366 191 FL 021 749

Koch, Karl
Area Studies and Language Teaching: A Practical Approach.
PUB DATE- 90
NOTE- 16p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; *Business Administration Education; Foreign Countries; *German; Higher Education; Industry; *Interdisciplinary Approach; *International Trade; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Content Area Teaching

A model for integrating second language instruction and business administration education in a college course is proposed. Language instruction is the central element, and area studies (in this example, German area studies) and business studies are bound together by it. The course, in West German industrial relations, would have some German language competence and German history and political science as prerequisites. Students may also have had systematic introduction to personnel management, industrial relations, labor economics, or other relevant areas in previous business courses. The study of industrial relations, particularly from the German viewpoint, can be seen as the study of a system and therefore allows for systematic, cohesive, interdisciplinary examination. Course content would include specialized terminology and in-depth analysis of such topics as the labor movement, trade unions, employers' associations, plant-level industrial relations, government role, collective bargaining, and co-determination. While there is little instructional material available specifically on West Germany, there is much on labor law, trade unions, employers, crafts, labor history, and economics of collective bargaining. This model could be adapted for other language and area studies combinations. (MSE)

ED 366 192 FL 021 750

Birch, David
Language, Literature, and Critical Practice.
PUB DATE- 90
NOTE- 23p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Language Processing; *Language Role; *Linguistic Theory; Second Language Instruction; *Second Languages

Critical linguistics, an area of study within linguistics that has developed since the 1970s, is discussed. Critical linguistics argues that different groups, societies, and ideologies have different understandings of reality because they classify and categorize with and through language in different ways. Therefore, meaning is not something contained within the words of discourse (that is, literature) but has to be formed within each user of the language. This concept is

ED 366 213 FL 021 830

Weiping, Wu
Where Is Linguistics in the CFL Classroom.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Asian Studies Southeast Council (Athens, GA, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Chinese; Classroom Techniques; *College Second Language Programs; Communicative Competence (Languages); Curriculum Design; Higher Education; *Instructional Materials; Linguistic Theory; *Oral Language; Second Language Instruction; *Second Languages; Student Characteristics; Teacher Qualifications; *Theory Practice Relationship; Written Language

To date, principles of applied linguistics have been practiced little in the Chinese foreign language (CFL) classroom. Most students of Chinese, the majority of whom are in higher education, are not knowledgeable about linguistics. Most teachers of Chinese in the United States are hired for their interest in Chinese culture or native Chinese language skills, regardless of training in linguistic theory. Most instructional materials are market-oriented and not based on linguistic theory, unlike their recent counterparts for English second language instruction. The linguistic and traditional approaches to teaching CFL differ. Traditionally, foreign language instruction is closely linked to literature study, and classroom techniques are more influenced by individual style than by method. A serious defect of many college CFL curricula is that characters are introduced early in instruction, to the detriment of oral skill development. By contrast, a linguistic approach to teaching CFL recognizes the importance of speaking and emphasizes communicative competence, more appropriate to modern needs. A proposed CFL curriculum focuses on early learning of the system of syllables and tones, use of Romanized Chinese, and the contextual learning of words to reduce confusion about homonyms. Character study comes later. A relatively new communicative textbook is available. (MSE)

ED 366 214 FL 021 831

Weiping, Wu
TOCFL: Problems and Guidelines.
PUB DATE- 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Asian Studies New York (Ithaca, NY, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Cultural Context; Language Proficiency; Language Role; *Language Tests; Listening Skills; Reading Skills; *Second Languages; *Standardized Tests; *Test Construction; Test Format; *Testing Problems; Test Reliability; Test Validity

ED 366 233 HE 027 074

Zikopoulos, Marianthi, Ed.; And Others
Open Doors 1992/93: Report on International Educational Exchange.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
PUB DATE- 93
NOTE- 241p.; For a related document, see HE 027 073.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; *College Students; Comparative Analysis; Enrollment Trends; Foreign Countries; *Foreign Students; Geographic Regions; Higher Education; International Educational Exchange; Research; Statistics; *Student Characteristics; Student Financial Aid; Student Mobility; *Study Abroad; Trend Analysis; Units of Study; Universities

This report presents findings, in narrative and tabular formats, of the 1992-93 annual survey of foreign students in the United States based on data from 2,783 accredited institutions of higher education. Part I examines foreign study worldwide focusing on countries of student origin and leading host nations. The eight chapters of Part II examine foreign study in the United States. Chapter 1 looks at overall foreign student enrollments (which increased 4.5 percent over the previous year). Chapter 2 groups students by origin (59.4 percent from Asia). Chapter 3 addresses academic characteristics (business and management is the most popular field). Chapter 4 provides data on personal characteristics (a record number of women, making their representation among foreign students 37% the highest ever). Chapter 5 addresses distribution of foreign students in the U.S. (25 percent attend institutions in the Northeast). Chapter 6 shows numbers of students at two-year and four-year institutions, Chapter 7 examines numbers of students in public and private institutions, and Chapter 8 shows which institutions have the most foreign students. Part III reports on a sub-survey on students in intensive English language programs. Part IV contains data on U.S. students studying abroad and Part V offers data on cost-of-living expenditures by foreign students in the United States. Appendices include: (1) information on the study methodology, survey materials, and enrollment data by institution and country of origin; (2) information on the survey of Intensive English language programs; (3) information on the U.S. study abroad survey; and (4) a key to codes. (JB)

ED 366 234 HE 027 075

Hayes, Sandra
Students' Reasons for Entering the Educational Profession.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; *College Students; Elementary Secondary Education; Higher Education; *Student Attitudes; Student Motivation; *Teacher Education; Teacher Role; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- *Northwestern Oklahoma State University; Oklahoma

This study examined why students decide to enter teaching as a

Training Opportunities program, accomplishments of WomenVenture's business development program to date, and lessons learned with respect to helping low-income women become self-employed. Appended are annotated listings of selected microenterprise development programs and other organizations/publications providing information on self-employment and microenterprise development in the United States. (MN)

ED 365 775 CE 065 139

Lohman, Tami
High Performance Work Organization: Improving Oregon's Competitiveness in the Global Economy.
PUB DATE- 22 Sep 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business; *Economic Development; Educational Needs; Educational Policy; *Global Approach; Industrial Structure; Manufacturing Industry; Models; Organizational Development; Policy Formation; *Productivity; Public Policy; Secondary Education; Small Businesses; *State Action; *Statewide Planning
IDENTIFIERS- *High Performance Work Organizations; *Oregon

Because of increasing competition resulting from globalization of the economy, Oregonians have, in the past 8 years, experienced declines in income and standard of living despite the creation of 300,000 new jobs in the state. Many experts have stated that work organization and management style are the key to gaining the competitive edge in an increasingly global economy. High performance work organizations are firms that give top priority to product quality and customer service and that achieve high levels of productivity, efficiency, and innovation by giving frontline workers better skills, broader responsibility, and more authority. Oregon has good reason to encourage its firms to consider the high performance model. Included among the actions that Oregon might consider to promote the high performance model are the following: informing business, industry, and educators about the model and its potential for improving productivity and competitiveness; establishing a training fund to be managed by business and labor; providing technical assistance to firms; establishing continuous improvement users' groups; teaching high performance in schools from middle school onward; making the Oregon Quality Award available to all firms; and adopting International Standards Organization certification as a new Oregon benchmark for key industry development. (Contains 34 references.) (MN)

ED 365 776 CE 065 175

Burrus-Bammel, Lei Lane; And Others
Service-Learning and Forestry.
PUB DATE- Nov 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - General (140)
DESCRIPTORS- *Agricultural Education; *Educational Benefits; Educational Trends; *Forestry; Higher Education; *Integrated Curriculum; *Learning Activities; *Public Service
IDENTIFIERS- *Service Learning

Higher education's concern for volunteerism and community service systems. Jurgen Schmehr provided an update on the development of the Skills Monitoring Project. Matti Haavio raised the issue of the involvement of the EFTA countries in the research activities of the EC. Enrique Retuerto de la Torre reviewed some research activities concerned with the links between employment and qualifications. Fernanda Oliveira Reis's presentation focused on her studies on the continuing training policies of enterprises and the training effect of different forms of work organization. Sally Dench of the United Kingdom described the background and approach to the Employers' Manpower and Skill Practices Survey initiated in 1991. Laszlo Alex described the econometric model used in Germany to determine and analyze skill needs. Soren Nielson focused on the recent reforms of the Danish education and vocational training system. Antonio Rueda Seron explained the extensive reform processes that have occurred in Spain. Claudio Tagliaferro described his institute's experience in analyzing and forecasting skill and training needs at a local level in Italy. The centerpiece of the debate on cooperation in the field of vocational training research in the Member States and the role of the European Centre for the Development of Vocational Training and the EC was the presentation by Reinhard Czycholl, who discussed the efforts of various official bodies in Germany to solve the problems of fragmentation existing there by setting up a vocational training network that would provide the needed coordination. (YLB)

ED 365 794   CE 065 379

Career Development Resource Guide for Students with Disabilities.
PUB DATE- 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; *Career Education; Daily Living Skills; *Demonstration Programs; *Disabilities; Educational Legislation; Federal Legislation; *Independent Living; Labor Market; Models; Occupational Information; Postsecondary Education; Program Development; Program Improvement; Secondary Education; Secondary School Students; Special Education; Vocational Education; *Vocational Evaluation
IDENTIFIERS- Florida

This resource guide is designed to bring together information and resources on career preparation for students with disabilities in Florida's schools. The intended audience includes special and vocational teachers and administrators who have an interest in improving outcomes for students with disabilities within their districts. Chapter 1 introduces the reader to the School Improvement and Accountability initiative, the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report, and Florida's Blueprint for Career Preparation. It describes the relationship of these overarching concepts to one another. Chapter 2 provides an overview of vocational assessment and programming at both the secondary and postsecondary levels for students with a wide range of disabilities. Chapter 3 defines and describes the process of planning for students in transition from school to community living. Chapter 4 provides the reader with a way to access labor market information. Following each chapter is a description of promising practices related to the information

An October 1987 national survey provided follow-up information to the April and November 1986 surveys to address Section 123 of the Job Training Partnership Act (JTPA). (The section provides 80 percent of the 8 percent set-aside for services to eligible participants and 20 percent for administrative coordination and technical assistance.) The written response rate to a questionnaire sent to JTPA administrators in the 50 states and the District of Columbia (DC) was over 90 percent (46 replies); nonrespondents were contacted by telephone. Findings showed that 39 states and the District of Columbia designated state education agencies (SEAs) to administer the Section 123 funds. In a majority (30), a single SEA had responsibility for services provided through the set-aside funds. In 25 states, the SEA(s) designated under Section 123 also administered the 20 percent funds. Most frequent replies to the question regarding how the state allocated the 80 percent of the 8 percent funds were allocation by formula, Request for Proposal (RFP), and a combination of formula and RFP. Across the states, the 20 percent funds were used most often for coordination activities, staff development, curriculum development, dissemination, and evaluation. In most states, these funds flowed to local K-12 school systems, postsecondary schools, service delivery areas, and community-based organizations. A large number of states noted that education's day-to-day role in JTPA activities is significant in providing services through educational entities. (Survey questions are listed in a prefaced table. The two-page report is followed by four data tables and an appendix that includes each state's responses to survey questions.) (YLB)

ED 365 814   CE 065 438

Survey of the Job Training Partnership Act Eight Percent Set-Aside.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 13p.; Conducted for the Southeastern State Education Agencies JTPA Consortium. For a related document, see CE 065 437.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Budgeting; Cooperative Programs; *Coordination; Curriculum Development; Economically Disadvantaged; *Educational Cooperation; Federal Programs; Job Training; National Surveys; Postsecondary Education; Program Administration; *Resource Allocation; Secondary Education; Staff Development; State Programs; Technical Assistance
IDENTIFIERS- *Job Training Partnership Act 1982

A national survey addressed Section 123 of the Job Training Partnership Act (JTPA). (The section provides 80 percent of the 8 percent set-aside for services to eligible participants and 20 percent for administrative coordination and technical assistance.) In fall 1985, the survey was mailed to JTPA state education agency (SEA) personnel in each state. Thirty responded, and a telephone follow-up obtained responses from the others. The survey indicated that states interpret the law differently. Forty states administered the majority of the JTPA 8 percent set-aside to an SEA; 10 states administered the funds to a noneducational agency. States allocated the 80 percent by formula, Request for Proposal, or both. States identified the following as final institutional recipients of 8 percent funds: LEAs, service delivery areas, state agencies, prisons, This document consists of the woodyard skills handbook and an employee handbook for woodyard employees of Boise Cascade. The handbooks are products of a National Workplace Literacy project conducted by Alabama Southern Community College. The woodyard skills handbook contains information needed by employees to improve math, measurement, vocabulary, and comprehension skills to reach the level required to move onto the woodyard training program on the computer. Section I discusses reasons for the handbook. Section II lists all words from the woodyard that are necessary to complete the computerized technical training. Section III is a general review of rules for dealing with fractions. Section IV is a general review of rules for measurement. Section V contains all forms used in the woodyard. Each form has a summary page that lists who completes it, math required, other related documents, and special instructions. A blank copy and a completed copy follow. Section VI provides general examples of the types of reading comprehension questions which appear on the computer. The employee handbook covers topics that introduce employees to skills that can help them achieve the right mix for new or continued employment. Five sections address continuous improvement, team building, brainstorming, active communication, and diversity. Fifteen sources are cited. (YLB)

ED 365 832 CE 065 466

Bardach, Eugene
Improving the Productivity of JOBS Programs. Papers for Practitioners.
PUB DATE- Dec 93
NOTE- 75p.; Prepared for the Multi-State Technical Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Cooperative Programs; *Coordination; Employment Programs; Evaluation Criteria; Expectation; Federal Programs; *Job Training; *Productivity; Program Administration; *Program Effectiveness; *Program Implementation
IDENTIFIERS- *Job Opportunities and Basic Skills Program

The key to success in Job Opportunities and Basic Skills Training (JOBS) programs is a philosophy of high expectations. The philosophy accommodates both client and societal concerns. Highlights of the philosophy include the following: respecting the client's goals; giving nonjudgmental acceptance, constant encouragement, and emotional support; communicating the idea that responsibility is liberating; making the program mandatory; and ensuring that work will be there at the end. Five overarching principles guide the process of bringing a high-expectations program to life: allow responsibility to flow to the information--toward line staff; invest in recruiting and training line staff; motivate with meaning and with measures; recognize "accountability drag"--and hold it down; and leadership is hard, but simple. A special implementation problem is inducing effective and efficient performance from partner agencies linked through contracts and client-referral mechanisms. Possible approaches are as follows: giving technical assistance, absorbing the risks entailed by outlays on long-lived assets, micromanagement, quantitative measures of performance, and payment for performance. The principal suggestion is to let as much of the work as possible be done by middle-manager operations specialists rather than by agency keeping adults' minds fresh to assimilate that knowledge which is synonymous with power. Vocational education is designed to equip students with the proper means for arriving at their selected goals, whereas adult education goes beyond the means and demands new sanctions and vindications of ends. It helps adults gain the knowledge about their powers, capacities, and limitations that is necessary to gain true freedom and to sustain/rekindle their creative spark throughout their lives. Adult education helps spawn new cultural values and helps adults appreciate what is around them. In an age of specialism, adult education helps adults understand their relationship to the whole. Adult education supplies directive energy for collective enterprises, is an agitating instrument for changing life, and recognizes that knowledge comes from experience. (Contains 28 references.) (MN)

ED 365 850 CE 065 497

Evans, Norman
Experiential Learning: Its Assessment and Accreditation.
PUB DATE- 92
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Educational Certificates; Educational Development; *Evaluation Methods; *Experiential Learning; Foreign Countries; Postsecondary Education; *Prior Learning; *Student Certification; Vocational Education
IDENTIFIERS- Great Britain

This book explores in detail the ways in which the assessment and accreditation of prior and current experiential learning is being practiced in higher education, further education, community and voluntary provision, training organizations and employment, provision for the unemployed, and updating and retraining. It is arranged in three parts. Part I is an account of the author's involvement in the development of the overall field of assessment of prior experiential learning (APEL) in Britain during the 1980s. It shows how APEL has progressed over 10 years into a day-to-day concern for policymakers and providers of formal courses and training and development programs in many sectors. Part II is an account of the developments in APEL at the end of the decade in higher education and further education. This part gives an insight into how APEL can be used with other economic and social developments to improve the organization and provision of opportunities for learning at the postsecondary stage. Part III uses what has been learned experientially as a launching pad for ideas about future developments. This part looks at underlying tensions, postindustrial training, and access as a two-way street. Appendixes include endnotes by chapter, a 50-item selected reading list, and an index. (YLB)

ED 365 851 CE 065 498

Mace, Jane
Talking about Literacy: Principles and Practice of Adult Literacy Education.
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational

Techniques; Course Content; Daily Living Skills; *Early Parenthood; *Educational Resources; Lesson Plans; Money Management; *Parenthood Education; *Parenting Skills; Parent Responsibility; Parent Role; Parent School Relationship; Secondary Education; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- Texas

The teacher's guide and student reference book presented here were developed as resources to facilitate school-age parenting education. The materials were organized around the nine essential elements for the Parenting Education for School-Age Parents course in Texas. The teacher's guide contains teaching strategies, teaching aids, paper-and-pencil activities for students, tests, and answer keys for use in teaching school-age parenting programs. The student reference book contains information and essential concepts relating to parenting skills. Within the text, bold-faced vocabulary terms are included with definitions or explanations; illustrations aid student learning. Each chapter includes a summary, vocabulary, and questions for review. In addition, 59 references are listed. Topics covered in the 25 chapters include the following: personal development; biological sexual activity; parenthood and adult roles; communication and resolution; family law; effects on prenatal development; prenatal care and concerns of expectant mothers; prenatal development, labor, and delivery; neonatal and postnatal care; personal health; nutritional needs; procedures for feeding a baby; caring for a sick child; safety practices; characteristics of a newborn; child development by years; influences on child development; play and child development; parents as role models; special concerns in the family; children with special needs and abilities; managing family life; family services; and careers and job opportunities. (KC)

ED 365 870   CE 065 583

Reid, Mark E.; Tsuzuki, Mayo
National Roster of Local Practices in the Integration of Vocational and Academic Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Education; *Articulation (Education); *Educational Resources; High Schools; *Integrated Curriculum; Models; Program Implementation; *Vocational Education

This catalog describes local programs in the eight models of academic/vocational curriculum integration on the secondary level identified by the National Center for Research in Vocational Education (NCRVE). The roster highlights models from nearly every state, representing a cross-section of rural, suburban, and urban school districts. Each model is described in both general and specific terms. The general description includes information about the target student population, the curriculum modifications, teachers involved, and any structural changes required. The specific description considers the advantages and challenges of each model as well as sample classroom activities. Finally, the growth potential of each model is discussed. Each model description is followed by a listing of examples and resources. The listing includes the name, address, telephone number, primary personnel, and other intended results for the entire content of the module; a transparency master of the objectives; and appendixes that provide a sample of safety check lists, a session evaluation form, and session evaluation answers. Contents of the participant's package are as follows: an introduction that outlines the objectives and explains what will be included in the session, information sheets for the three parts of the module (anhydrous ammonia safety standards, step-by-step transfer of anhydrous ammonia, and safety procedures), and an appendix that provides samples of safety check lists. (KC)

ED 365 890 CG 025 113

Powell, Richard R.; And Others
Classrooms under the Influence: Reaching Early Adolescent Children of Alcoholics.
PUB DATE- 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; *Alcoholism; Elementary School Students; *Family Environment; Intermediate Grades; *Parent Child Relationship; *School Role; Secondary Education; Secondary School Students
IDENTIFIERS- *Children of Alcoholics

More than seven million adolescents under the age of 18 live in homes where one or both parents is an alcoholic. This document presents a three-part discussion of adolescent children of alcoholics' (AdCOA) issues relative to school classrooms. Part I discusses characteristics and behaviors of AdCOAs. The characteristics of dysfunctional families in general and alcoholic families in particular are provided as context for facilitating the identification process. Normal and abnormal behaviors of adolescents are considered as a context for recognizing AdCOA behaviors. Because AdCOAs and other dysfunctional adolescents more often become substance abusers in school and later in life, a discussion is offered of school behaviors of students who abuse substances. Part II provides a five-step classroom intervention model that educators can use to identify and interrupt the dysfunctional survival skills AdCOAs use at school. The model provides a useful way that teachers and administrators can build a database to support students suspected of being AdCOAs. Part III includes a discussion of strategies for helping AdCOAs in classrooms. From the various strategies available, the following techniques have been selected: listening and caring, using AdCOAs' personal and academic strengths, and reflection. It is noted that these strategies help AdCOAs build healthy self-concepts. A number of forms and a list of resources and references are appended. (NB)

ED 365 891 CG 025 143

Hauser, Debra
Advocating for a School-Based or School-Linked Health Center. Volume I. A Guide to School-Based and School-Linked Health Centers.
PUB DATE- 93
NOTE- 54p.; For volumes II and III, see CG 025 144-145.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

relate to the level of training required for school social work practice. Standards 22 through 33 are classified as standards of administrative structure and support. These standards are intended to serve as a guide to the development of both structure and support. A chart of recommended school social worker-student population ratios; lists of knowledge, skills and abilities areas and job dimensions; and a glossary of terms are appended. The document concludes with a summary of major principles from the NASW's Code of Ethics. (NB)

ED 365 911 CG 025 175

NASW Standards for Social Work Practice in Child Protection.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 14 Feb 81
NOTE- 43p.; For related pamphlets, see CG 025 173-178. Prepared by the Task Force on Social Work Practice in Child Protection.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Child Abuse; Child Neglect; Children; *Child Welfare; *Professional Associations; Sexual Abuse; *Social Work; Social Workers; *Standards
IDENTIFIERS- *Child Protection; National Association of Social Workers

This document presents the standards for social work in the field of child protective services created by the National Association of Social Workers (NASW). The first section describes the relationship between the social work profession and child protective services. Section II describes the goals and objectives of the standards. Section III presents and interprets the first six standards for social work in child protection. These six standards are classified as standards for attainment of competence for all social workers in child protective services. Section IV presents and interprets standards 7 through 11, standards for the administrator of the child protective services agency. Standards 12 through 16 are presented in section V on standards for the child protective services supervisor. Standards 17 through 36 are explained in section VI on standards for the child protective services worker. These standards consider the social worker's responsibility to families and parents (standards 17-23), endangered children (standards 24-28), the agency (standards 29-34), and the community (standards 35-36). The next section explains standards 37 through 40, delineating the minimum child protective practice expectations of social workers who are employed in settings other than child protective services. The document concludes with a taxonomy of standards for social work practice in child protection and a summary of major principles from NASW's Code of Ethics. (NB)

ED 365 912 CG 025 176

NASW Standards for Social Work Personnel Practices.
PUB DATE- Jun 90
NOTE- 16p.; For related pamphlets, see CG 025 173-178.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dismissal (Personnel); *Personnel Management; *Personnel Policy; Personnel Selection; *Professional Associations; *Social Work; Social Workers; *Standards
IDENTIFIERS- National Association of Social Workers

Supervisors" (L. DiAnne Borders); (5) "IACD By-Laws"; (6) "Stress Management Through Exercise" (Marlene Branz); (7) "Issues in Counseling and Supervising Hearing-Impaired Counselor Trainees/Clients" (Deborah Gough and Michael Gibson); (8) "Temperament, Counseling, and Self-Esteem" (Twyman Jones); (9) "Designing a Physical Counseling Environment" (Lori Russell and Theodore Chapin); (10) "Professional Development and Aging: The Perceptions of Mature Counselors" (William Gorman); (11) "My Years as a Professional Counselor" (Donald Moler); (12) "A Personal-Professional Development Perspective" (David Livers); (13) "A Counselor Educator Views His Professional Development" (John Storey); (14) "The Career Development of a Counselor Educator" (Norman Severinsen); (15) "Insights into Counselor Development and Aging" (Jo Ann Hummers); (16) "Reflections on My Development and Aging" (Lenora Hylander); (17) "The Development of a Professional Career" (Merlin Schultz); (18) "A Professional Development Overview" (Raymond Hylander); (19) "Transnationalism: Education and Counseling for the Next Century" (Alan Stone); (20) "New Students and Stress: Implications and Interventions" (Dawn Tramontana); (21) "Understanding and Meeting Needs" (Diane Kjos); and (22) "The Use of Touch in Counseling" (Bradley Provines). (NB)

ED 365 931   CG 025 196

Illovsky, Michael E., Ed.
Illinois Association for Counseling and Development (IACD) Quarterly, 1990.
PUB DATE- 90
NOTE- 170p.; Published in issues dated Fall, Summer, Summer, Winter.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Adult Students; Anxiety; Burnout; College Students; *Computers; *Counseling; Counselor Role; Gestalt Therapy; Higher Education; Military Personnel; *Student Needs

This document consists of the four issues of the "IACD Quarterly" published in 1990. Articles in this volume include: (1) "A Comprehensive Program for Reducing School Anxieties in College Students" (David Ross); (2) "Issues in Child Custody Determination in Illinois" (Amy Jo Buwick); (3) "Finding Meaning in the Here and Now Through Gestalt Therapy and Transactional Analysis" (Raymond Marchi); (4) "The Role of the Counselor in the Treatment of the Adult Transsexual Client" (Stephany Joy and Denise Knotts); (5) "Counseling the Extended Families of Military Personnel Serving in the Middle East" (Keren Humphrey); (6) "An Evaluation of the Academic Success of Counseled Adult Students" (Peggy Woodard and David Suddick); (7) "Gestalt Therapy - Has the Here and Now Gone and Went?" (Jeffrey Edwards); (8) "Nourishing #1" (Robert Saltmarsh and Julia Shuppert); (9) "Computer Applications in Human Service Settings" (Anita Curtis); (10) "Computer Assisted Follow-Up Studies of Counselor Education Program Graduates" (Anita Curtis, Donna Bruyere, and Patricia Klass); (11) "Horizons: A Computerized Career Information Delivery System for Illinois" (Diane Kjos); (12) "A Personalized Examination of the Acquisition of Basic Computer Skills by Counselors" (Kathleen Byron); (13) "The Use of Concepts to Do Counseling: Artificial Intelligence & Expert Systems" (Michael Illovsky); (14) "Cognitive Apprenticeship: Implications for Cognitive Reframing in Counseling" (Annette Buckmaster, James Farmer, and Barbara LeGrand); (15) "Empowering the College Freshman" (James school and college classroom. The book suggests that whole language is not grade specific, but rather a philosophy that can help teachers at any level formulate a perspective about teaching and learning based on current research. Chapters in the book are: (1) A Transactional Philosophy of Learning; (2) The Reading/Writing Workshop; (3) More Than Great Books: Reader Response in a Whole Language Literature Class; (4) The Place of Oral Language: Questioning and Conferencing in the Whole Language Classroom; (5) Reading and Writing to Learn: An Integrated Language Approach; (6) What about Grading? Assessment and Evaluation in Whole Language Classrooms; (7) Whole Language for "At-Risk" Students; (8) Program versus Philosophy: Technology in the Context of a Whole Language Philosophy; and (9) Whole Language--A Political Issue. A list of 42 works of contemporary literature that can be used in the classroom are cited in the book. Contains 168 references. (RS)

ED 365 950   CS 011 542

Stansell, John C.
Reflection, Resistance and Research among Preservice Teachers Studying Their Literacy Histories: Lessons for Literacy Teacher Education.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Higher Education; *Literacy; Preservice Teacher Education; Reading Research; *Student Attitudes; *Student Characteristics; *Student Reaction; *Writing Assignments
IDENTIFIERS- Preservice Teachers; Reflective Analysis

A study examined the impact of students' researching their own literacy histories upon their views of literacy and literacy learning but shifted to investigate sources of students resistance to the assignment. In the seven sections of a senior-level reading course, taught between 1988 and 1991, data were collected and analyzed to address the initial objectives. The 100 students who were enrolled in 4 subsequent sections of the course became the primary informants. Students were observed and interviewed as they worked both individually and with small groups. Histories (drafts and final versions) were also read and analyzed. Some students' views of their past literacy experiences, of literacy itself, and of research were transformed as they studied their own literacy histories. However, results indicated a strong theme of resistance on the part of many students as they worked in the assignment. Even after the assignment was redesigned to address issues of resistance, elements of resistance reappeared semester after semester. Some felt trapped in a game of guessing what the instructor wanted, others felt trapped by their inexperience as researchers. Signs of resistance were also not always apparent. For possibly one-third of the informants, there was no change in belief or perspective that was apparent. Findings suggest that writing literacy histories can be a useful pedagogical tool, but resistance from students should offer caution to teacher educators who see teacher research as potentially able to transform the profession's knowledge base. (RS)

ED 365 951   CS 011 543

masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 971 CS 011 571

Moke, Susan, Ed.; Shermis, Michael, Ed.
Making Writing Meaningful. Make the Parent Connection! Leader Guide.
PUB DATE- 92
NOTE- 21p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; Parent Role; Parents as Teachers; Reading Writing Relationship; Training Methods; Writing (Composition); *Writing Improvement; *Writing Instruction; Young Children
IDENTIFIERS- *Childrens Writing; Family Literacy

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to help children become better writers. The guide contains material necessary to conduct a 1- or 1.5-hour session on how parents can make writing more meaningful for children. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 972 CS 011 572

Moke, Susan, Ed.; Shermis, Michael, Ed.
Motivating Your Child To Learn. Make the Parent Connection! Leader Guide.
PUB DATE- 92
NOTE- 21p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; Learning Motivation; Models; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; *Student Motivation; Training Methods; Young Children
IDENTIFIERS- Family Literacy; *Reading Motivation

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to use in motivating children to become better learners. The guide contains material necessary to conduct a 1- or 1.5-hour session on motivational techniques that parents can use at home with children. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session;

DESCRIPTORS- Higher Education; *Teacher Behavior; Teaching Methods; Undergraduate Students; Writing (Composition); *Writing Evaluation; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Process Approach (Writing); Writing Development

Writing teachers are constantly confronted with the problem of forming effective responding strategies to help student writing improve. Even though the way writing is taught has shifted from a product- to a process-oriented approach, teachers' responding practices seem particularly resistant to modification. "Practitioner lore" suggests that students do not necessarily read or understand the comments teachers make on their papers. Also, all the fixing and correcting of mechanical errors, spelling, and grammar may be of no use because when students revise, a new set of problems arise for students. Sometimes, no responding at all can yield surprising results. Students' writing can improve with time, lots of writing experiences and feedback, and maturity--no matter what teachers write on student papers. Other strategies can help improve students' writing: (1) provide opportunities in every class for every student to write, to read texts aloud, to listen to their own and others' papers, and to talk about writing; (2) open up the conversation of response in which the teacher is the only one reader/responder among many; (3) open up the conversation of evaluation; (4) provide students with alternative strategies for responding; (5) encourage students to read their papers carefully, listening to the words, ideas, and images; and (6) plan to publish. By doing less, teachers can be liberated, freed from the onerous task of endless responding to reclaim the pleasures of teaching writing. (RS)

ED 365 993 CS 214 169

Whale, Kathleen B.; And Others
Writing in an Elementary Classroom. SSTA Research Centre Report #93-07.
PUB DATE- Sep 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary School Students; Foreign Countries; Grade 4; *Instructional Effectiveness; Intermediate Grades; Student Writing Models; Teacher Behavior; *Units of Study; *Whole Language Approach; *Writing (Composition); *Writing Achievement; Writing Improvement; Writing Research
IDENTIFIERS- Personal Writing; *Writing Development

Exploring what happened in the classroom as a teacher used a whole language approach with her culturally varied, urban fourth-grade students, this report tells the story of a unit on personal, narrative writing which occurred from April to June. The report describes how the teacher established routines to make the unit work, and how the teacher felt that whole language teaching was exhausting yet personally rewarding and effective. The report also notes that the students reinforced the teacher's perceptions--they enjoyed the experience and were discovering how to compose and what it means to be authors. The report provides a formal analysis of students' writings to give a developmental picture of their writing abilities. The report suggests that students progressed in their writing abilities because the teacher provided support and scaffolding for their learning by reinforcing achievements in writing and helping students extend their ideas. A discussion of the importance of the involvement of school faculty in the study, a description commercials. Subjects, 12 sixth-grade girls at a small Catholic elementary school in central New York, were interviewed in weekly group meetings and individually. The study examined how the 12 subjects made meaning out of their schooling experience and identified various themes that emerged from the group sessions. The study also analyzed two milk commercials which depict the plight of two "unsuccessful" early teens who begin to drink milk and become "successful" older teens for genderizing of content. Findings suggest the need for a critical feminist pedagogy where students delve into the politics of difference and representation to realize that all knowledge is partial and ridden with complex relations of power. (Contains 18 references.) (NH)

ED 366 012   CS 508 418

McCain, Ted D. E.
Designing for Communication: The Key to Successful Desktop Publishing.
PUB DATE- 92
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Design; *Desktop Publishing; Higher Education; *Layout (Publications); Reading Processes; Writing for Publication
IDENTIFIERS- *Communication Strategies; Text Design; Text Factors; *Typography

Written for those who are new to design and page layout, this book focuses on providing novice desktop publishers with an understanding of communication, graphic design, typography, page layout, and page layout techniques. The book also discusses how people read, design as a consequence of understanding, and the principles of page layout. Chapters in the book are: (1) Introduction; (2) Designing for Communication; (3) Principles of Design; (4) Understanding Type; (5) Using Type Effectively; (6) Principles of Page Layout; and (7) Page Layout Techniques. (RS)

ED 366 013   CS 508 419

Labercane, George D.; And Others
Empowering Teachers and Students through the Collaborative Process.
PUB DATE- Jul 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Communication Research; *Cooperative Learning; Elementary Education; Elementary School Students; Foreign Countries; Instructional Effectiveness; *Instructional Improvement; Secondary School Students; Sex Differences; Teacher Behavior; Teacher Role; Units of Study
IDENTIFIERS- Calgary Board of Education AB; *Collaborative Learning; Student Empowerment; Teacher Empowerment; *Teacher Modeling

A study examined the collaborative process in young children and also the role that the collaborative process played in improving the quality of classroom instruction. Subjects were of appreciation for eloquence, to understand the urgency of freedom of expression in a democratic society, and to internalize the value of speech as an instrument for self-enhancement. The remarkable differences between the East Asian cultures of China and Japan and the American culture make acculturation of East Asians into the mainstream of United States society extremely difficult. Characteristics of individualistic cultures include: the individual as an autonomous entity; egalitarianism; competitiveness; and self-reliance. Characteristics of collective cultures include: individuals as interdependent entities; hierarchism; cooperativeness; and self-denial. Looked at positively, the experience of individualism, prominent in the American culture, espouses rights for personal freedom and enhancement, endorses the dignity and entitlement of ordinary persons before God, the law, and with other citizens. The long history of the East Asian cultures testifies to the merits of collectivism. The general attitude of East Asian people is toward language and verbalization involving fewer words, supported by the aesthetics of vagueness. In the western tradition, the importance of eloquence has been persistently emphasized ever since the days of Plato and Aristotle. Teaching and clarification of values as part of the curriculum is important for cultivating appreciation and sense of purpose in all the skills taught in speech communication. (Contains 14 references.) (RS)

ED 366 033   CS 508 440

Mandeville, Mary Y.
The Effects of Teaching Assistants' Public Speaking Anxiety and the Evaluation Results of Classroom Interventions.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Graduate Students; Higher Education; Professional Training; *Speech Communication; Teacher Workshops; *Teaching Assistants; Training Methods
IDENTIFIERS- Communication Behavior; Communication Strategies

A pilot study investigated whether the levels of public speaking anxiety were significant among the graduate teaching assistants in the speech communication program at a large midwestern university. The 12 subjects were attending a 3-day, 24-hour workshop in training before the beginning of the semester. All subjects were master's degree students in the speech communication consultancy program. During the workshop, public speaking anxiety was discussed and intervention techniques were explored briefly. Surveys were administered four weeks into the semester, following a director visitation, and during a 2-day, 12-hour winter workshop. Results indicated that the graduate students had varying degrees of public speaking anxiety; and that their concern, and gratefulness for help, became evident when the problem was approached and intervention strategies offered. Results also indicated that finding out about speaking anxiety, through the use of surveys and discussions, proved to be a positive and useful one for the students. Findings suggest that directors of basic public speaking programs should: (1) address public speaking anxiety as a unit in teaching assistant

PUB DATE- 93
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Objectives; *Educational Planning; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; International Organizations

This, the second in UNESCO's series of World Education Reports, is designed to provide useful data and analysis on major current issues and trends in education worldwide. Written for a wide audience including policy makers, educators, and citizens, it provides an empirical basis for discussion of education. The main task facing education today is making universal education a reality, not just a right. As the world enters the Information Age, many people, particularly women and girls, do not have access to education. Closing the knowledge gap between these people and the best educated people is a challenge. This report also considers education standards and quality of education. Chapter 1 is an introduction. Overcoming the knowledge gap is the topic of chapter 2, which discusses changing balances, literacy gap, schooling gap, higher education opportunities, and cooperation and assistance. Chapter 3 covers expanding the educational choice, including the international conventions, educational adjustment issues, challenges to formal education, and systemic reform. Searching for standards is the topic of chapter 4, with a focus on definitions, international comparisons, and educational research. Four appendices include statistical notes, regional tables, world education indicators, and national reports and UNESCO reports, publications, and periodicals concerning education 1991-93. (JPT)

ED 366 052 EA 025 531

Blueprint for School Transformation: Iowa K-12 Education Reform Study Committee. Final Report.
PUB DATE- Jan 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; Educational Trends; Elementary Secondary Education; *Evaluation Methods; Futures (of Society); Human Resources; Public Schools; School Business Relationship; *School Restructuring; School Schedules; *Student Development
IDENTIFIERS- *Iowa

In 1991 a committee was created by Iowa's Legislative Council to study issues related to the reform of Iowa's education system and examine the status and future of education in Iowa. The committee also analyzed nationwide trends and, based on their findings, developed a comprehensive blueprint for school transformation in Iowa. This blueprint constitutes the final report of the Committee and is an intentionally broad-based framework designed to move education in Iowa forward into the 21st century. The committee was separated into three groups: school structures, authority, and accountability; human and technological resources and investments; and student learning and development. The three groups each submitted a vision statement, goals, and objectives. The committee's recomdmendations to the Legislative Council and the General Assembly were that: (1) the General Assembly consider and students' needs, defining and assessing outcomes, engaging the community, teacher support and respect, and technology. Research and development needs as well as dissemination of information and service are also concerns of Northwest educators. The implications of these changes and needs for NWREL are many. NWREL must expand its support of systemic change, further strategies for service integration and collaboration, and increase curriculum and instructional assistance. Also, the NWREL must increase support for student assessment, help schools meet all student needs, increase family and community involvement, and coordinate school finance and resource issues. Five appendices include survey instruments and survey data tables for the region and by respondent group. (JPT)

ED 366 073 EA 025 574

Kahn, Steven P.
Contractual Risk Transfer: Passing the Hot Potato without Getting Burned.
PUB DATE- Oct 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Association of School Business Officials International (Boston, MA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Contracts; Educational Finance; Elementary Secondary Education; *Insurance; *Legal Responsibility; *Property Appraisal; *Risk; School Security
IDENTIFIERS- *Contractual Risk Transfer

This document consists of 19 exhibits that outline information on contractual risk transfers. Topics include the following: types of risk-treatment techniques; an overview of the process for using indemnity and insurance clauses; the rationale for contractual risk transfer; residual risks in contractual transfer; the rationale for and types of indemnity clauses; points to look for in indemnity agreements; types of insurance to require; a risk-management/insurance checklist; liability insurance clause--PRIMA; alternative insurance clauses; the PRIMA general-liability endorsement; an alternative commercial general-liability endorsement; the property insurance standard clause; certificate of insurance; a protection scale; the process for dealing with non-compliance; guidelines for contract insurance provisions; and nine points to know about accepting certificates of insurance. (LMI)

ED 366 074 EA 025 575

Accounting Procedures for Student Organizations.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bookkeeping; Budgets; Compliance (Legal); *Educational Finance; Elementary Secondary Education;

possible negative effects of institutionalization, and the lack of necessary conditions for successful implementation as reasons against institutionalization. Suggestions for developing collaborative action research in schools include: (1) explicitly operationalize the process; (2) ensure that participants have the necessary attitudes, knowledge, skills, and access to resources; (3) provide teachers with incentives and released time, or restructure the school day; and (4) conduct additional research on the process and its effects. A conclusion is that collaborative action research is a teacher-friendly process that directly addresses educational practice over time. It directly, actively, and collaboratively involves practitioners in creating and studying change. (LMI)

ED 366 094 EA 025 598

Lynn, Leon
Building Parent Involvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Family School Relationship; High Schools; Middle Schools; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education

This publication outlines different forms of parent involvement and provides specific examples of innovative practices. The first part summarizes what has already been learned about the difficulties of building parent involvement in schools. Some of the challenges stem from changes in the family structure, lack of family resources, opposition from educators, and larger and more compartmentalized high schools. Different types of parent-school cooperation, as identified by Epstein (1992), are highlighted in the second section. These are categorized as: (1) basic obligations of families; (2) basic obligations of schools; (3) involvement at school; (4) involvement in learning activities at home; (5) involvement in decision making, governance, and advocacy; and (6) collaboration with community organizations. The third part outlines the following strategies used by middle schools and high schools to encourage parent involvement: developing parent empowerment, creating three-way partnerships, going to school instead of work, expanding the education of parents, and bridging the cultural gaps. (LMI)

ED 366 095 EA 025 599

Massell, Diane; Fuhrman, Susan
Ten Years of State Education Reform, 1983-1993: Overview with Four Case Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Change; *Educational Policy; Elementary Secondary Education; Outcomes of Education; Program Implementation; *Public Education; School Restructuring; State Standards

IDENTIFIERS- *National Education Commission on Time and Learning; National Education Goals 1990

The Education Council Act of 1991 (Public Law 102-62) established the National Education Commission on Time and Learning as an independent advisory body charged to do a comprehensive review of the relationship between time and learning in U.S. schools. Based on its 24-month investigation, the Commission found that American students spend an average of five and a half hours in six class periods each school day, but half of that time is devoted to classes such as physical education and electives; however, Japanese, French, and German high school students spend on average five and a half hours studying core academic subjects. During the final 4 years of secondary education, the estimated number of hours required for core academic time for U.S. students was 1,460 hours compared to 3,170 in Japan, 3,280 in France, and 3,528 in Germany. The Commission made eight recommendations: (1) reinvent schools around learning, not time; (2) change the fixed clock and calendar to better use students' time in school; (3) organize the school day so that students spend at least five and a half hours learning core academic subjects; (4) keep schools open for expanded services and activities; (5) give teachers more time to prepare for their classes; (6) seize the promise of new technologies to increase productivity, enhance student achievement, and expand learning time; (7) develop local action plans to transform schools; (8) build coalitions of policymakers, community leaders, educators, and parents to make learning a "national obsession." (CRW)

ED 366 116 EC 302 709

Thompson, Anne R.; And Others

Employment Guide for College Students with Disabilities. The Career Development Project.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 93

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Career Planning; Civil Rights Legislation; College Graduates; *Compliance (Legal); Definitions; *Disabilities; Employer Employee Relationship; Employment Interviews; *Federal Legislation; Higher Education; Job Applicants; *Job Application; *Job Search Methods; Resumes (Personal); Self Disclosure (Individuals); Vocational Rehabilitation

IDENTIFIERS- *Americans with Disabilities Act 1990

Developed for college graduates with disabilities, this guide offers guidance for the job search process in the context of job applicants' rights under the Americans with Disabilities Act (ADA). First, basic facts about the ADA are explained, including a clause by clause explanation of the Act's definition of a disability. Next, the impact of the ADA is outlined for the application phase, the job interview, the employment decision, on the job, and job accommodations. Adjustment to a disability and deciding where, when, and how to disclose a disability to a potential employer are covered next. Specific job search skills are considered in sections on appearance and body language in the job interview; assessment of work abilities, interests, and values; completing application forms; preparing a cover letter; preparing a resume; interview skills; the job search plan; and job leads.

(150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; Learning Strategies; *Metacognition; *Multiple Choice Tests; *Test Coaching; *Test Wiseness

This review of the literature examines the effectiveness of instructing students in various test-taking strategies, particularly in reference to multiple choice questions. Among findings reported are that while test-wiseness strategies may be taught, these strategies have limited generalizability across exams and learners who proactively process information, such as test items, are more likely to understand and recall what they learn. Specific strategies validated by the literature for multiple choice tests include: (1) the length of a multiple choice option often signals its correctness; (2) avoid items using the words "always" and "never" (inclusionary language); (3) avoid grossly unrelated alternatives; (4) pay attention to grammatical clues; (5) choose the mid-range answer; (6) use deduction on the item; (7) be aware of similarity or oppositeness; (8) adopt the appropriate level of sophistication for the test; (9) consider the purpose of the test constructor; (10) make efficient use of time; (11) use error avoidance strategies; and (12) utilize deductive reasoning strategies. (Contains 30 references.) (DB)

ED 366 136 EC 302 730

Jesien, George; And Others
The Wisconsin Family-Centered Inservice Project. Inservice Training Programs for Related Services. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Early Intervention; *Family Involvement; Independent Study; Infants; *Inservice Education; Interdisciplinary Approach; Parent Education; Preschool Education; Problem Solving; Self Evaluation (Individuals); Teamwork; Toddlers
IDENTIFIERS- Wisconsin

This final report of the Wisconsin Family-Centered Inservice Project describes the development, testing, implementation, and evaluation of an interdisciplinary inservice course for early interventionists and parents. The inservice course focused on attitudes, knowledge, and skills in four principal topic areas: (1) family-centered care, (2) interdisciplinary and interagency teaming, (3) service coordination, and (4) problem solving. Innovative aspects included participant self-assessment of perceived competency level in content areas, participant selection of goals and activities relevant to the individual's life or job situation, development of an individualized learning plan based on the self-assessment, and use of interdisciplinary team teaching including parents of children with special needs as faculty. The semester-long course was field tested at three University of Wisconsin campuses, with adaptations presented in a variety of other settings. Quantitative evaluation revealed that participants exhibited significant changes in skills and knowledge and were highly satisfied with the course. Qualitative evaluation indicated that participants perceived the program as having a high impact on personal, programmatic, and systems levels. Appendices instructional needs than on their disability. "Implications of a Needs-Based Philosophy," by K. Kay Cessna and Lois Adams, considers how this approach uses identified student needs to drive all decisions regarding instruction and services. The third chapter, "The Expanded Curriculum: Individualizing the System," also by Lois Adams and K. Kay Cessna, discusses the need to expand the typical curriculum in order to provide individualized instruction for students with disabilities. Instructional design is the focus of the fourth and fifth chapters. "Behavioral Intent: Instructional Content for Students with Behavioral Disorders," by Richard S. Neel and K. Kay Cessna, suggests that meaningful behavior curriculum is determined by the student and that problem behaviors should be viewed as diagnostic of needed instruction rather than as the focus of intervention. The complexity of managing appropriate instruction for students with behavior disorders is discussed in Chapter 5 (also by Neel and Cessna), titled "Instructional Themes: A Pragmatic Response to Complexity." The final chapter is titled "Instructionally Differentiated Programming: Suggestions for Implementation," by K. Kay Cessna and Jaclyn Borock. Most chapters contain references. (DB)

ED 366 155 EC 302 758

Michael, Robert J., Ed.; Upton, Graham, Ed.
The View Finder: Expanding Boundaries and Perspectives in Special Education. Volume Two.
PUB DATE- 93
NOTE- 56p.; For volume 1, see ED 345 435.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Comparative Education; Developing Nations; *Disabilities; *Educational Practices; Elementary Secondary Education; Federal Legislation; Foreign Countries; Higher Education; Inservice Education; International Cooperation; Legal Responsibility; Parent Attitudes; Parent Education; Poverty; Program Development; *Special Education; Staff Development; Student Attitudes
IDENTIFIERS- Australia; China; Europe; Ghana; Hong Kong; Japan; Korea; Yemen; Zambia

This monograph presents 14 brief papers on special education in other countries or comparisons between countries. Papers have the following titles and authors: "Legal Foundations of Special Education: A Comparison of the United States Public Law 94-142 and the China Compulsory Education Law" (Hong Bo Wang et al.); "International Networks in Staff Development" (Tony Best); "Poverty and Handicap in the Republic of Yemen" (Azza Qirbi); "Hong Kong in 1997: Through Train or All Change?" (Nick Crawford); "Special Education Down Under" (David R. Mitchell); "Development of Special Education in the Republic of Korea" (Seung-Kook Kim); "Attitudes of High School and College Students toward Persons with Disabilities in the Republic of Korea" (Yong G. Hwang and Carmen Iannaccone); "Interviews with Mothers of Severely Handicapped Children: School Leavers in Japan" (Louise Fulton and Virginia Dixon); "Video Training Packages for Parent Education" (Roy McConkey); "Development of Special Education in Ghana" (Selete Kofi Avoke and Mawutor Kudzo Avoke); "Special Education in Japan" (Shigeru Narita); "Special Needs Education in Zambia" (Darlington Kalabula); "Inclusion and Integration in Europe: A Human Rights Issue" (Christine O'Hanlon); and "Towards the Comparative Study of Special Education" (Lesley Barcham and Graham Upton). Papers contain references. (DB) dependability (analogous to classical theory reliability) of various numbers of items and subtests as well as the decision dependability at different cut points. Research questions that apply to the overall TOEFL battery and to its tests and subtests address classical theory reliability estimates; relative contributions to error variance of persons, items, subtests, and their interactions; dependability for varying numbers of items and subtests; and the effect on score dependability of various cutpoints. The study was based on the item responses of 20,000 test takers from 15 different language backgrounds. Data were collected from the May 1991 administration of the TOEFL at foreign and domestic test centers. Analyses included descriptive statistics, classical theory reliability estimates, generalizability theory, and decision dependability estimates for various cut points. Test dependability analyses indicate that subtests can make substantial contributions to the variance of test scores and thus may affect dependability in important ways. However, these results also make it clear that, in some cases, subtests may have a negligible impact on dependability. Thus, while inclusion of subtests or the expansion of the number of subtest on a test may have a substantial beneficial effect on the dependability of the scores on that test, this relationship cannot be taken as a forgone conclusion. Findings also indicate that on the present TOEFL the lowest dependabilities along the range are still very high. Analyses are appended. (Contains 20 references.) (AA)

ED 366 173 FL 021 394

Berwick, Richard; Ross, Steven
Cross-Cultural Pragmatics in Oral Proficiency Interview Strategies.
PUB DATE- Aug 93
NOTE- 37p.; Paper presented at the Annual Language Testing Research Colloquium (15th, Cambridge, England, United Kingdom, August 2-4, 1993; Arnhem, The Netherlands, August 5-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; English (Second Language); Foreign Countries; *Intercultural Communication; *Interviews; Japanese; *Language Proficiency; *Language Tests; Oral Language; Pragmatics; *Questioning Techniques; *Rating Scales; Second Languages
IDENTIFIERS- *Oral Proficiency Testing

The influence of discourse and pragmatic transfer in cross-cultural encounters has received little consideration in studies on the construct validity of performance tests. With the current emphasis on direct assessment of speaking proficiency following the protocol of the Oral Proficiency Interview (OPI), the potential importance of cross-cultural pragmatics is evident. The study reported here explores cross-cultural phenomena in the OPI by comparing the accommodative discourse of six English-as-a-Second-Language interviews matched according to rating outcomes with six Japanese-as-a-Second-Language interviews. Tallies of features of accommodation and control from the 12 interviews are compared to show a clear tendency on the part of the Japanese language interviewer to avoid interactional trouble and communication breakdown by providing highly accommodative questioning and topic-maintaining interviewer turns. Results suggest that comparable ratings, based exclusively on the speech of the illustrated in the analysis of a simple English sentence, analyzed as it would be perceived and classified by the reader/"critic." It is proposed that heretofore, linguistic theory has focused too narrowly on understanding the system of language, resulting in too little attention paid to formation of meaning in discourse analysis. The apparent subjectivity of this kind of analysis, criticized by some, is seen as an essential element of understanding. It is argued that this new perspective calls for a reconsideration of language teaching methodology, stressing the connections between linguistic structure and social structure and viewing language as ideology applicable to analysis of all forms of discourse. (MSE)

ED 366 193 FL 021 751

Marsh, David
Towards Teaching a "Grammar of Culture."
PUB DATE- 90
NOTE- 16p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Cross Cultural Training; English (Second Language); Foreign Countries; *Intercultural Communication; *Language Attitudes; *Language Role; Language Styles; Malay; Native Speakers; *Pragmatics; Second Language Instruction; *Second Languages; Sociocultural Patterns; Uncommonly Taught Languages

It is proposed that for second language learners to develop communicative competence, their instruction must address the sociolinguistic, discourse, and strategic aspects of target language use. These three aspects of communicative competence are termed the "grammar of culture," and they are essential to understanding what is appropriate in intercultural communication. In support of this concept, a survey of 70 native speakers of Brunei-Malay that investigated their perceptions of native English-speakers' attitudes and language behaviors is reported. Subjects were first-year university students. The survey focused on perceptions of English-speakers' use of greetings and leave-takings in relation to levels of formality, intimacy, friendship, and abruptness in social encounters. Results suggest that different types of communicative style can damage the communication process, lead to misinterpretation and breakdown, and ultimately result in such problems as ethnic stereotyping and prejudice. Further study of intercultural communication and integration of cross-cultural training into second language instruction are seen as necessary to equip language learners with the skills for effective, confident communication. (MSE)

ED 366 194 FL 021 752

Girard, Denis
Conciliating Communication, Culture, and Language Awareness.
PUB DATE- 90
NOTE- 13p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- Authentic Materials; *Oral Proficiency Testing

Problems in the testing of Chinese as a foreign language (CFL) are examined, focusing on proficiency testing needs and test standardization. Particular attention is paid to listening and reading assessment. The first part of the discussion looks at specific problems with five existing proficiency tests, including such aspects as inadequacy of the test's scope, the threat to validity posed by a bilingual test format, inherent difficulty in reading characters when the test is in Chinese only, and reliability problems arising from the use of authentic materials or nonstandardized texts. The second part of the discussion offers guidelines for designing a standardized CFL test. Guidelines are that: the test should be in Chinese only so that it can be used by all learners of Chinese regardless of background or native language; it should be based on the core of the language, that shared by all Chinese speakers; its content and design should be politically neutral; and close attention must be paid to the cultural loading of test content. Specific procedures for selecting phonological content and vocabulary are outlined. It is suggested that such a test will be increasingly useful as the global economy develops. (MSE)

ED 366 215 FL 021 832

Weiping, Wu
Universality vs. Particularity in Chinese Teaching and Testing.
PUB DATE- 8 Mar 93
NOTE- 22p.; Paper presented at the Pre-Georgetown University Roundtable on Languages and Linguistics meeting (Washington, DC, March 8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Comparative Analysis; Contrastive Linguistics; English; *Language Patterns; *Language Tests; Language Universals; *Phonology; Second Language Instruction; Second Languages; *Semantics; *Syntax

It is proposed that in the teaching and testing of Chinese as a foreign language (CFL), emphasis should be placed on features that are universal to all languages rather than particular to Chinese. Shared properties of Chinese and other languages, particularly English, are illustrated through examination of three major language components: phonology, syntax, and semantics. In the realm of phonology, all languages share the same articulatory resources and all sounds can be assigned to 12 categories according to place of articulation. Even in categories traditionally recognized as unique to Chinese, uniqueness is partially exaggerated by spelling conventions. In syntax, Chinese and English share all major syntactic categories such as subject, predicate, object, attributive, adverbial, and complement, and only the rules of assembling the parts differ. With regard to semantics, most semantic features of most languages are similar; for example, all languages possess only three verb types: state, process, and action. It is further proposed that stressing universality in CFL will require: psychological preparation of students; use of old-new information theory in learning; presenting a fair picture of each language; focusing on oral communication; and de-emphasizing the particularity characteristic of research. (MSE)

ED 366 216 FL 021 833

profession through a survey of college students majoring in education at Northwestern Oklahoma State University. The study used triangulation with a data search, an anonymous survey, and an open-ended questionnaire. The 100 surveys were distributed randomly to junior and senior education students. The results were as follows: (1) most students chose teaching in order to make a positive difference in the lives of children; (2) 92 percent chose teaching because they loved children; (3) calendar considerations were important to only 5 percent; (4) 98 percent felt that teaching would allow them to express their creative abilities; (5) 87 percent saw teaching as an awesome responsibility; (6) 58 percent disagreed that a 3-month vacation was a reason for choosing a teaching career; (7) 24 percent thought that teaching was a highly respected profession; (8) 92 percent thought teachers are not adequately paid; (9) 61 percent strongly felt that the rewards of teaching are not monetary; and (10) 32 percent had a teacher-parent and 54 percent were influenced to become a teacher by one of their own former teachers. Also included are the survey instruments and survey results in tables. (Contains 17 references.) (JB)

ED 366 235   HE 027 076

Hayes, Sandra
A Century of Curricular Perspectives: Which Curricularist Has Been the Most Influential?
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Curriculum Design; *Curriculum Development; Curriculum Research; Delphi Technique; Educational History; Educational Principles; *Educational Theories; Higher Education; *Teacher Attitudes
IDENTIFIERS- Curricular Debate; *Curriculum Leaders; *Curriculum Theories

This study examined which curricularists have been most influential in the formulation of curriculum theory in America since the beginning of this century. In addition the study sought to uncover the extent of theorists' reliance on the Cartesian-Newtonian model. Using a Delphi technique, the project mailed two successive questionnaires to 169 members of the Society for the Professors of Curriculum. The initial mailing asked respondents to identify those curriculum theorists they considered most influential in this century. Responses (n=115) listed from 1 to 80 theorists. The second survey listed the 11 most frequently mentioned names from the first results and requested respondents to select the five theorists they believed to be most influential. Responses to the second survey numbered 126. The most frequently mentioned theorists in this round were John Dewey (selected 109 times) and Ralph Tyler (108) followed by Hilda Taba (69) and Franklin Bobbitt (62). These four theorists are seen as representing philosophies commensurate with the traditionally dominant scientific, Cartesian-Newtonian curriculum model. An appendix contains two tables showing data from each survey. (Contains 15 references.) (JB)

ED 366 236   HE 027 077

Ten Public Policy Issues for Higher Education in 1994. AGB Public Policy Series No. 94-1.
PUB DATE- 94

may be traced to the middle of the 19th century. The national organization Campus Contact, which ties institutions of higher education to a clear-cut service mission, had 305 member institutions in 1992. A survey of Campus Contact members, to which 112 members responded, established that 67% of its members offer courses linking service with the curriculum and 52% award academic credit for course-related service. The emerging trend toward increasing integration of service with academics will likely increase dramatically in 1994 when the Community Service Provision of the Higher Education Act Amendments of 1992 begin. There are a number of reasons why forestry programs should engage in service learning. According to the respondents to the Campus Contact study, service-learning improves students' communication and problem-solving skills, boosts students' research skills, enhances self-esteem and leadership development, and increases personal and social responsibility. The six most frequently reported types of service-learning programs involve tutoring, mentoring, working with homelessness/housing, dealing with elderly persons, improving literacy, and improving the environment. Ideas for potential service learning activities may be obtained from teachers, club or group leaders, students, and community groups/members. (MN)

ED 365 777 CE 065 353

Brustein, Michael
AVA Guide to Federal Funding for Tech Prep.
PUB DATE- 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Compliance (Legal); Demonstration Programs; Educational Legislation; Educational Policy; *Federal Legislation; Financial Audits; *Financial Support; *Government School Relationship; Grants; High Schools; National Programs; Public Policy; Resource Materials; *State Federal Aid; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Higher Education Act Amendments 1992; *Tech Prep

This handbook outlines the options and requirements for federal support for tech prep in the Perkins law. It explains what educators must do and not do to assure compliance with all the law's mandates and to avoid audit exceptions. The guide also covers new tech prep provisions that were included in the Higher Education Act of 1992. Discussed in the guide's nine chapters are the following topics: the U.S. Congress and tech prep, the state-administered program under Title III, the national program under Title III, the basic grant program, the state leadership program, demonstration programs under Title IV, the Higher Education Act program, audit issues, and the audit process. The following legal authorities are presented in the first of the guide's seven appendixes: Perkins Act, Title III, Part E; Perkins Act, Section 235; Perkins Act, Title II, Part A; Higher Education Act, Titles I and V; Perkins Regulations, Parts 405 and 406; and Perkins Act, Section 118(c). Included in the remaining appendixes are the following: letters and memos issued by the U.S. Department of Education in response to questions raised about tech prep, names/addresses contained in that chapter. Many of these are descriptions of actual vocational programs in school districts. The resource section in the back of the document is a guide to human and material resources available from state agencies. (YLB)

ED 365 795 CE 065 380

Miller, Michael T.
Barriers to Adult Education Training Programs: Challenges for the Adult Educator.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Programs; Educational Research; *Failure; *Job Training; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Staff Development; Success

This paper describes a study designed to identify factors that have inhibited the success of adult training programs. The investigation looked specifically for key factors or incidents that contributed to program failure. The sample included 51 adult training programs scheduled for implementation between 1988 and 1992 in the Great Plains region of the United States. Twelve programs were canceled for reasons related to the educator and could be classified into three general areas: learner-initiated cancellations related to low enrollments, learner dropout, or learner refusal to return to the program. Educator-initiated cancellations related to educator resignation from the program due to the lack of autonomy. The rationale for administrator-initiated cancellations was the changing nature of the intended outcomes of the educational program. The programs reviewed were typical training programs focused on the adult learner. In a number of instances where the program failed, some component of the traditional adult education program development model had been ignored. Most programs failed because of planning issues, one-fifth failed because of program implementation procedures, and many programs failed because the adult learner was not taken into consideration when designing program objectives and methods. Specific areas in need of attention that were identified focused on pretraining assessments of workers and the environment. (YLB)

ED 365 796 CE 065 381

Johnson, Mark; Valentine, Thomas
Outcomes of GED Graduation: An Annotated Bibliography of Research Reports.
PUB DATE- Dec 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Affective Behavior; *Affective Objectives; Annotated Bibliographies; *Educational Research; Educational Status Comparison; Emotional Development; Graduates; *Graduate Surveys; Graduation; *High School Equivalency Programs; Military Service; *Outcomes of Education; Research Reports; *Rewards; Student Educational Objectives; Vocational Followup
IDENTIFIERS- *General Educational Development Tests

This annotated bibliography includes a separate entry for each of community colleges, vocational institutions, business and industry, nonprofit agencies, junior colleges, and other public training agencies. Educational agencies' involvement in setting policies varied, with 6 states indicating strong involvement, 24 average, and 11 minimal or no involvement. Services provided through the set-aside funds ranged from administration and compliance monitoring to training programs and training related activities. Generally, the funds provided for services that would not be available otherwise. (An appendix includes each state's compiled responses to the survey questions.) (YLB)

ED 365 815   CE 065 440

Alegria, Fernando L., Jr.; Figueroa, Jose R.
Study of the JTPA Eight Percent Education Coordination and Grants Set-Aside and the Three Percent Set-Aside Training Program for Older Individuals.
PUB DATE- Mar 86
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Budgeting; Cooperative Programs; *Coordination; Curriculum Development; Economically Disadvantaged; *Educational Cooperation; Federal Programs; National Surveys; *Older Adults; Postsecondary Education; Program Administration; *Resource Allocation; Secondary Education; Staff Development; State Programs; Technical Assistance
IDENTIFIERS- *Job Training Partnership Act 1982

Between October and December 1985, a national survey gathered information from 37 states on the 3 percent and 8 percent set-aside programs. Approximately three-fourths of the responding states administered the 3 percent program for older individuals through the same state employment and training unit responsible for the basic Title II-A program; the same proportion of states involved local service delivery areas (SDAs) and private industry councils (PICs) in policy formulation; and State Units on Aging played a significant role in policy formulation. The use of Request for Proposals (RFPs) decreased and then increased; the use of some form of needs-based substate allocation formula remained steady. The population served under the older workers program was different from that served under the JTPA Title II-A. Over one-half the 3 percent program terminees participated in job search assistance; three-fifths received preemployment services. State education units, State Job Training Coordinating Councils and PICs played important roles in formulating policies affecting the 8 percent set-aside program. States were fairly evenly divided in use of formulas, RFPs, and other strategies to distribute 8 percent funds. Marked differences existed between the services provided under the 8 percent and Title II-A programs. States funded a large array of activities with the coordination portion of the 8 percent set-aside. (Appendixes include program descriptions.) (YLB)

ED 365 816   CE 065 442

Dement, Edward F.
State Job Training Coordinating Councils. Final Report. Research Report Series.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- May 85

leaders. Agency contracting and purchasing staff are critical to the collaborative process and should be better mobilized to help top managers meet their program objectives. (Sixty-nine selected publications are cited.) (YLB)

ED 365 833 CE 065 467

Best, Fred
Adult Education Needs for a Changing State. Discussion Paper on Long-Term Adult Education and Training Needs in California.
PUB DATE- 92
NOTE- 52p.; Updates ED 323 377.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Educators; *Aging (Individuals); Career Change; Correctional Education; Cultural Differences; Demography; Disabilities; Dislocated Workers; Educational Change; *Educational Needs; *Educational Planning; English (Second Language); *Futures (of Society); Improvement Programs; Job Skills; Job Training; Labor Market; Literacy Education; Second Language Programs; Statewide Planning; Teacher Shortage; Vocational Education
IDENTIFIERS- *California

Demographic, social, and economic factors are shaping the future environment and clientele of California's adult education system. Continued population growth means adult education will have to serve larger populations. Direct implications of increasing ethnic and racial pluralism are demands for more flexible delivery systems that accommodate cultural diversity and demands by English-speaking persons to study a second language. Implications of an aging population are competition for resources, special systems for educational delivery, and a shortage of adult education teachers. The rise in the numbers of working and single parents has important implications for adult education: accessibility and need for classes on parenting and domestic skills. Changes in the labor market and world of work will create needs to increase the skills of adult workers, offer recurring job training, and provide resources to help workers cope with career change and job displacement. Trends concerning educational attainment and skill deficiencies point to roles for adult education in providing literacy, basic education, and upgrading. Two new public policy initiatives, the Immigration Reform and Control Act and Greater Avenues for Independence welfare reform program, will increase demand for programs in adult basic education and English as a Second Language. Two special groups are likely to place increasing demands on adult education: prison inmates and parolees and disabled adults. (YLB)

ED 365 834 CE 065 469

Dickinson, Katherine; And Others
A Guide to Well-Developed Services for Dislocated Workers.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Aug 93
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Attitudes; Educational Needs; *Educational Philosophy; Educational Practices; *Educational Principles; Foreign Countries; *Literacy Education; *Teaching Methods
IDENTIFIERS- Great Britain

This book reexamines dominant notions of what literacy is and challenges the problem-solution reflex approach to the issue. The book looks in detail at five principles advocated as central to the education of people who often can read, but wish they could read better, or who can write but wish they could write better. These principles focus on five themes: context, inquiry, authorship, equality, and community. The book is organized in two parts. Part I, "Issues," contains two subsections, dealing respectively with problems of representation and kinds of truth (truths for teachers, truths for students, truth or fiction, truth and talk, and truth and style). Part II discusses the five principles. The sequence follows the chronology of thinking in developing programs of education. The principles are discussed in five subsections dealing respectively with listening to the questions about literacy; the teacher-researcher; authors and identity; readers as the equals of writers; and vocations and vocationalism. A conclusion ties together the five principles. (Contains 117 references.) (KC)

ED 365 852 CE 065 499

Watkins, Karen E.; Marsick, Victoria J.
Sculpting the Learning Organization: Lessons in the Art and Science of Systemic Change. First Edition.
PUB DATE- 93
NOTE- 298p.; Jossey-Bass Management Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Corporate Education; Employer Employee Relationship; *Job Training; *Labor Force Development; Models; *Organizational Change; Organizational Climate; Organizational Development; Program Development; Program Implementation; Quality of Working Life; Staff Development
IDENTIFIERS- *Learning Organizations

This book describes a learning organization and reports on experiments carried out at four levels--individual, team, organizational, and societal--illustrating the action imperatives for creating a learning organization. Part 1 (chapters 1-3) explores the shifts that are leading companies to become learning organizations. It offers a framework for understanding how to design a learning organization and looks at the changes individuals must make and ways to build learning into the fabric of everyday work experiences. Part 2 (chapters 4-6) builds the framework for a learning organization to the team level. Models for creating collaborative learning through teams help illustrate how to work with an organization to begin the process of creating a sustained learning and change capacity. Part 3 (chapters 7-10) clarifies what learning looks like at the organizational and societal levels. It first describes experiments that hold promise as springboards to learning at the organizational level and then shows that learning can extend beyond the organization to enhance society at large. Part 4 (chapters 11-12) examines the constraints and dilemmas faced by designers of the learning organization and concludes by summarizing the action imperatives presented. Seven characteristics of a learning organization provide a template for evaluating the organization's current capacity to learn. Appendixes include 119 references and an index. (YLB) key personnel at each school and a summary of the school's integration program. The roster also includes the following: a summary table of all models; a list of examples by integration model number; a list of examples by state; a list of examples in alphabetical order; a summary of services provided by the NCRVE; a list of references and other products available from NCRVE; and an application form. The integration models described are the following: (1) vocational teachers introduce academic competencies into vocational courses; (2) vocational and academic teachers collaborate to enhance academic competencies in vocational classes; (3) academic teachers enhance the vocational relevance of the academic curriculum; (4) curriculum in both vocational and academic courses is modified and aligned; (5) senior projects; (6) the academy model; (7) occupational high schools and magnet schools; and (8) occupational clusters, career paths, and occupational majors. (KC)

ED 365 871 CE 065 627

Faulkner, Ann B.; And Others
Learning To Read Office Technology Publications.
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 93
NOTE- 206p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Preparation; Compensatory Education; *Developmental Studies Programs; Educationally Disadvantaged; Higher Education; Human Factors Engineering; Instructional Materials; Metacognition; *Office Automation; Office Occupations Education; *Reading Comprehension; Remedial Programs; *Remedial Reading; Skill Development; Study Guides; Teaching Methods; Textbooks

This guide is designed to offer interesting, authentic practice in reading college-level technical textbooks and periodical articles. The book contains actual reading assignments and strategies to help students improve comprehension and to develop metacognitive insight into their own reading processes. The guide is presented in three levels, each organized around a theme. The Level 1 materials, which provide the most support and direction for students, all relate to "A Future in Office Technology" (four publications). In Level 2, where there is slightly less support, the topic is "Office Technology Workers" (four publications). In Level 3, where the greatest independence is asked of students, the publications all relate to "Ergonomics in Office Technology" (two publications). The final assignment is an essay question requiring a comparison of the two Level 3 articles. Each selection includes before, during, and after reading exercises, followed by the publication, and an answer key. An annotated bibliography lists 10 publications and includes information about the ways in which articles and guides are related. (KC)

ED 365 872 CE 065 629

Ingram, David; And Others
Model Procedure for Developing and Administering Competency Exams in Occupational/Technical Programs. Final Report.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; Elementary School Students; Elementary Secondary Education; *School Health Services; Secondary School Students; *Student Needs

Volume I of a three-volume guide to school-based and school-linked health centers, this document was written for advocates at the community level who are trying to nurture support for the creation of a school-based health clinic (SBHC). The volume was written with three objectives in mind: (1) to help the advocate learn about school-based and school-linked services and the need for these services in his/her community; (2) to help the advocate plan a strategy to persuade policymakers and community residents that a school-based health clinic is an appropriate intervention; and (3) to provide the advocate with the tools necessary to carry out an advocacy campaign. Chapter 1 presents some important facts on adolescent morbidity, the advantages of SBHCs, and the assessment of community needs. Chapter 2 focuses on developing an advocacy campaign. Chapter 3 discusses tools of advocacy, including using the media to educate the community, lobbying for political support, and holding public meetings. Chapter 4 considers how to deal with opponents by minimizing the controversy over reproductive health care and identifying other potential opponents. Relevant materials are appended. (Contains 14 references.) (NB)

ED 365 892 CG 025 144

Hauser, Debra
Designing and Implementing School-Based and School-Linked Health Centers. Volume II. A Guide to School-Based and School-Linked Health Centers.
PUB DATE- 93
NOTE- 94p.; For volumes I and III, see CG 025 143 and CG 025 145.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Program Design; *Program Implementation; *School Health Services; *Secondary School Students; Student Needs

Volume II of a three-volume guide to school-based and school-linked health centers, this document is designed to help community advocates successfully navigate the planning, implementation, and early evaluation stages of a school-based health clinic/school-linked health clinic (SBHC/SLHC). The individual chapters in this volume address the key stages of implementing an SBHC/SLHC in the community. Chapter 1 focuses on getting started, forming a working group, selecting a facilitator, finding a sponsor or head agency, and obtaining a planning grant. Chapter 2 discusses how to conduct a needs assessment and develop an SBHC/SLHC philosophy. Chapter 3 centers on selecting a site, forming an advisory board, and defining the clientele. Chapter 4 discusses how to design a health center. It identifies components of quality care, defines program components, and considers other design elements. Chapter 5 concentrates on developing the budget and staffing the center. Chapter 6 describes how to determine health center policies concerning confidentiality, parental consent/notification, billing, establishing protocols, and

This document presents the standards for social work personnel practices established by the National Association of Social Workers (NASW). A discussion of general principles notes that the standards presented in this document are based on the principles that effective social service depends on qualified staff and that staff members can give their best service when they work under conditions of employment that are conducive to the maintenance of high quality and quantity of performance. The standards presented represent principles of sound personnel policies and practices and are intended to serve as a guide in the development of personnel policies by social agencies and other institutions employing social workers, such as health agencies, schools, and courts. A total of 16 standards are presented and interpreted. The standards deal with agency personnel selection and hiring procedures, grievance procedures, salaries, volunteers, staff development, personnel records, benefit programs, and termination procedures. The document concludes with a summary of major principles from the NASW's Code of Ethics. (NB)

ED 365 913 CG 025 177

NASW Standards for the Practice of Social Work with Adolescents.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Apr 93
NOTE- 21p.; For related pamphlets, see CG 025 173-178. Prepared by the Social Work with Adolescents Standards Work Group.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescent Development; *Adolescents; *Client Characteristics (Human Services); Confidentiality; Helping Relationship; *Professional Associations; *Social Work; Social Workers; *Standards; Work Environment
IDENTIFIERS- National Association of Social Workers

This document presents the standards for social work practice with adolescent clients created by the National Association of Social Workers (NASW). The standards are designed to guide social workers in a variety of settings as they help adolescents become competent and productive adults. The 12 standards are presented and interpreted. Standard 1 focuses on knowledge and understanding of adolescent development; standard 2 concerns assessing and meeting the needs of adolescents. Standard 3 focuses on knowledge and understanding of family dynamics. Standard 4 concerns the development and maintenance of culturally competent service delivery. Standard 5 deals with the legal, regulatory, and administrative requirements and resources for youths and their families. Standard 6 focuses on empowerment of adolescents. Standard 7 concerns interprofessional and interagency cooperation. Standard 8 centers of multidisciplinary case consultation across agencies. Standard 9 concerns confidentiality. Standard 10 focuses on the work environment, agency policies and practices with clients, and professional development. Standards 11 and 12 are for administrators of youth services agencies. The document concludes with a summary of major principles from the NASW Code of Ethics. (NB)

ED 365 914 CG 025 178

Code of Ethics of the National Association of Social Workers.
PUB DATE- 1 Jul 94
NOTE- 19p.; Title on cover reads: NASW Code of Ethics. For

Johnson); (16) "Helping the Helpers: Stress Management and Burnout for Counselors" (Olive Poliks); (17) "'Bark' and 'Peak' Two Models of Married Life" (Robert Saltmarsh); and (18) "Career Services: Alumni versus Enrolled Students' Needs" (Judith Hinga). (NB)

ED 365 932 CG 025 197

Illovsky, M., Ed.
Illinois Association for Counseling and Development (IACD) Quarterly, 1991.
PUB DATE- 91
NOTE- 205p.; Published in issues dated Fall, Spring, Summer, Winter.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bulimia; Child Abuse; Client Characteristics (Human Services); College Students; *Counseling; *Counselor Training; Higher Education; Individual Development; Learning Disabilities; Models; Resistance (Psychology); *School Counseling; Self Concept; Sexual Abuse

This document consists of the four issues of the "IACD Quarterly" published in 1991. Articles in the 1991 volume include: (1) "The History, Current Status and Future of Counselor Preparation in Illinois: Background and Overview" (William Gorman); (2) "Counselor Education in Illinois Prior to 1958" (John Storey); (3) "The Golden Book and Counselor Education Recognition" (Donald Moler); (4) "Certification by Entitlement (1968-1989)" (David Livers); (5) "Recent Developments in School Counselor Certification (1989-1990)" (Twyman Jones); (6) "Accreditation and Program Approval in Illinois" (Michael Altekruse ann Sandra Ternius); (7) "Some Current Professional Issues in Credentialing" (Donald Waterstreet); (8) "The Future of Illinois Counselor Preparation" (Robert Nejedlo); (9) "Moral Self-Concept of Adult Survivors of Childhood Sexual Victimization" (Sandra Apolinsky and S. Allen Wilcoxen); (10) "A Comparative Follow-Up Study of ISU Graduates and National Certified Counselors" (Donna Bruyere and Anita Curtis); (11) "Status Report of Elementary School Counseling in Illinois" (Anita Curtis, Bette Toborg, Steve McClure, and Dale Septeowski); (12) "Indirect Suggestion: Bypassing Client Resistance" (Lewis Morgan); (13) "Identity Development of Traditional Age Female College Students" (Marisa Bellandi Schorer); (14) "Bulimia: What Counselors Need to Know" (Phillip Whitner and Arminta Shetterly); (15) "Illinois Survey of Procedures Used to Identify Learning Disabilities in Adults" (Shirley Terris and Mary Pat Kane Reilly); (16) "Diagnosing the Adult with Learning Disabilities" (Barbara Cordoni); and (17) "An Instructional Model for Use by Counselors: Promoting Independence in Post-Secondary Students with Learning Disabilities" (Janis Bulgren and Frank Kline). (NB)

ED 365 933 CG 025 198

Illovsky, M., Ed.
Illinois Association for Counseling and Development (IACD) Quarterly, 1992.
PUB DATE- 92
NOTE- 205p.; Published in issues dated Fall, Spring, Summer, Winter.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

Stevens, Alba D.
Learning for Life through Universal Themes. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 28p.; For the previous three booklets in the series, see ED 354 484-486.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; *Integrated Activities; *Learning Processes; *Lifelong Learning; *Thematic Approach; Units of Study
IDENTIFIERS- Literary Themes

As the integration of language and literature across the curriculum builds, educators have come to believe worthwhile literature is embedded in universal themes (such as making decisions, facing challenges, and working together) that are common to the human condition. These themes transcend subject areas by providing natural frameworks for unifying the curriculum. Universal themes are powerful catalysts for lifelong learning because they address what is at the core of humanity. A class of fourth graders demonstrated that the active involvement, collaboration, and personal investment in their own learning arising out of a discussion of the universal theme of perseverance is possible for students of all ages and abilities. Six traits are characteristic of universal themes and are helpful in considering possible themes for study: concept, catalyst, connection, content, context, and curriculum. An important criterion for developing meaningful thematic instruction is to select themes that go beyond narrow topics. Selecting appropriate universal themes to develop involves: considering concepts children need to learn; finding natural connections to chose a theme; and searching for universal themes embedded in literature already being used. Planning a universal theme unit is a developmental process similar to the reading and writing process and comprises three stages: discovering and "themestorming"; making decisions about major learning processes to incorporate; and experiencing the process of teaching and learning. (RS)

ED 365 952 CS 011 544

vanKraayenoord, Christina E.; Paris, Scott G.
Self-Assessment: Children's Perspectives on Their Literacy Activities in the Classroom.
PUB DATE- Dec 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; *Evaluation Methods; Foreign Countries; Intermediate Grades; Metacognition; *Reading Achievement; Reading Research; *Self Evaluation (Individuals); *Student Evaluation; *Writing Achievement
IDENTIFIERS- *Australia

A study investigated whether a teacher-pupil conference could serve as a vehicle for gathering data from children on the self-

(2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 973 CS 011 573

Moke, Susan, Ed.; Shermis, Michael, Ed.
Encouraging Good Homework Habits. Make the Parent Connection! Leader Guide.
PUB DATE- 92
NOTE- 23p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; Home Study; *Homework; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Student Motivation; Training Methods; Young Children
IDENTIFIERS- Family Literacy

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to use in helping children with home learning. The guide contains material necessary to conduct a 1- or 1.5-hour session on how parents can encourage and support children's efforts toward home learning. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. An audio guide and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 974 CS 011 574

Moke, Susan, Ed.; Shermis, Michael, Ed.
Stretching Young Minds in the Summertime. Make the Parent Connection! Leader Guide.
PUB DATE- 92
NOTE- 21p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Reading Improvement; *Summer Programs; Training Methods; Writing (Composition); Young Children
IDENTIFIERS- Family Literacy; Reading Motivation

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to use in helping children combine summer fun with summer learning. The guide contains material necessary to conduct a 1- or 1.5-hour of the expressive autobiographic interview, the interview schedule, writing prompts, students' advice sheets, and transcripts of students' writings are attached. Contains 53 references. (Author/RS)

ED 365 994 CS 214 170

Bloom, Lynn Z.
Refereeing and Ethics: What Makes Refereeing Fair?
PUB DATE- 20 Nov 93
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethics; Faculty Publishing; Higher Education; *Peer Evaluation; *Scholarly Journals; *Writing Evaluation; Writing for Publication
IDENTIFIERS- *Professional Concerns; Referees; Scholarly Writing

The main task of reviewers for scholarly periodicals is to provide a fair reading of a paper, and thereby to help determine its suitability for publication. The reviewer's job is to evaluate the article according to the journal's criteria, most of which are publicly stated. Implicit criteria also exist which stretch, expand, or otherwise change shape to accommodate those highly unconventional, innovative pieces that break the rules. The reviewer has an obligation to serve diverse constituencies impartially: society at large, the profession, the journal, the author of the articles in question, and the referee's personal standards. The reviewers' Hippocratic Oath might read, "I will use my review to help the manuscript according to my ability and judgment, but never with a view to injury and wrongdoing. Above all, my aim is to help, or at least to do no harm." (RS)

ED 365 995 CS 214 172

Johnson, Jean L.
A Descriptive Study of Gender Differences in Proscribed Language Behavior, Beliefs, and Attitudes.
PUB DATE- 20 Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; *Language Attitudes; *Language Usage; Moral Issues; *Obscenity; *Regional Attitudes; *Sex Differences; Speech Habits; Student Attitudes; *Undergraduate Students
IDENTIFIERS- *United States (Southeast)

A study investigated whether gender differences in proscribed language behavior, attitudes, and beliefs would emerge from an anonymous self-report questionnaire. A total of 87 men and 87 women enrolled in 6 sections of a required sophomore course at a regional southeastern university voluntarily completed the questionnaire which was designed to check "taboo" language attitudes, beliefs, and usage in various situations. Results indicated that (1) a two-thirds majority of men and women believed that a double standard exists which assumes that taboo approximately 60 students in a grade 3/4 pod of two classroom teachers at the University Elementary School, Calgary. A teaching unit of 6 weeks duration dealing with Greek mythology was developed in which a number of plays were shared with the class as a whole, and then the students (working in small groups) developed, wrote, and staged plays. Data were collected through ongoing observations of students in the classroom, field notes, audio- and videotapes of selected small group sessions, and responses to questionnaires. Results indicated that: (1) formal and informal demonstration of the process of collaboration proved to be an effective way of enhancing understanding of the concept; (2) teacher modeling of the collaborative process was useful and popular with students; (3) talk became the key element in the collaborative process; and (4) selecting group members on the basis of what could be accomplished in the group, rather than forming same-sex groups, allowed for new and innovative relationships to be formed among group members. Implications for instruction include: children need to have the collaborative process modelled for them; the language of collaboration needs to be inculcated in young children; and teacher direction is needed to ensure that collaboration is not restricted to same-sex arrangements. (Contains 21 references and an evaluation form.) (RS)

ED 366 014 CS 508 420

Swanson, Douglas J.
Mass Media Messages, Myths and Martyrs: Analyzing "America Responds to AIDS" Public Service Announcements, 1987-1992.
PUB DATE- Nov 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communication Research; Discourse Analysis; *Health Education; *Mass Media Role; Media Research; *Persuasive Discourse; Radio; Rhetorical Criticism; Television
IDENTIFIERS- Health Communication; *Media Campaigns; Public Information; *Public Service Advertising

Focusing on the federal government's efforts to educate the public to the dangers of Acquired Immune Deficiency Syndrome (AIDS), a study examined "America Responds to AIDS" public service announcements (PSA's) through a traditional rhetorical analysis (PSA characters, plot, pace, tone, and message design). Forty-four English-language television and radio PSA's produced under the "America Responds to AIDS" campaign were examined. Results indicated that the PSA's: (1) support cultural stereotypes of male carriers and female victims; (2) used inexplicit terminology; (3) employed fear appeals; (4) blocked access to helpful information with a government gatekeeper; and (5) empowered AIDS as an active social phenomena--rather than a medical problem--which attacks helpless victims. Findings suggest that the PSA's supported "traditional" family and social relationships; denied homosexuals and other disenfranchised groups a voice in the fight against the disease; and failed to address behavioral changes needed to control the spread of HIV infection and AIDS. (Contains 42 references.) (Author/RS)

ED 366 015 CS 508 421

training; (2) offer an open door for continuing help in this area; (3) encourage teaching assistants to offer help to students in this area; and (4) research this area further. (Extensive unnumbered tables of data are included.) (RS)

ED 366 034 CS 508 441

Ranta, Richard R.
Unique Approaches and Problems in Recruiting Minority Students: The Use of Media.
PUB DATE- 19 Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; *Black Students; College Students; Higher Education; *Mass Media Use; Minority Groups; *Newsletters; *Student Recruitment; Student Subcultures; *Videotape Recordings
IDENTIFIERS- African Americans; Communication Strategies; *Memphis State University TN

In addition to the variety of programs, activities, scholarships, and brochures included in Memphis State University's (MSU) minority recruiting program, the institution uses two approaches to the use of media not normally used in recruiting African-American students. The first is a newsletter aimed at historically African-American churches and the second is an award-winning video. The newsletter, "Staying in Touch," is written and edited by Memphis State students and faculty. It provides high school students and churches with news about pressing issues in the African-American community and about the achievement of MSU's African-American students. The newsletter also serves as a primary communication for the ministerial liaison program, which was established to bridge the gap between MSU and the historically African-American churches in and around Memphis. "Step into Memphis State University" is a 20-minute video produced by a communication professor and a graduate student at MSU. The video is designed to show the minority population that a black student can have a black experience at MSU. The video is organized around a step-dance competition. The fun-oriented group-inclusive video directly meets the challenge of recruiting students who already know of MSU's high academic standards, its academic programs, and its active athletic program. These two approaches have worked well to increase the number of quality African-American students at MSU. (RS)

ED 366 035 CS 508 442

Watt, Willis M.
Philosophies and Practices: The Status of Judging Philosophies at Pi Kappa Delta Nationals: Argument for Disclosure of Judging Philosophy at All Intercollegiate Tournaments.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993). Best available copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

indicate support for the vision statements, goals, and objectives adopted by the committee; (2) the Legislative Service Bureau draft a school-transformation-enabling bill that would support the vision statements, goals, and objectives; and (3) the state initiate the coordination of a design for a computer for specific use by Iowa's students, their parents, and other learners. (KDP)

ED 366 053 EA 025 544

Kerchner, Charles Taylor; Koppich, Julia E.
A Union of Professionals: Labor Relations and Educational Reform.
PUB DATE- 93
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Contracts; Elementary Secondary Education; *Employer Employee Relationship; *Labor Relations; Negotiation Agreements; Public School Teachers; *School Restructuring; *Unions

This book examines the changing role of teacher unions in the educational reform movement. It contains nine case studies of unions across the United States that are forging new, collaborative relationships with management in a reconceptualization of "professional unionism." Chapters include: (1) "Building the Airplane While It's Rolling Down the Runway" (Charles Taylor Kerchner and Krista D. Caufman); (2) "Louisville: Professional Development Drives a Decade of School Reform" (Charles Taylor Kerchner); (3) "Pittsburgh: Reform in a Well-Managed Public Bureaucracy" (Charles Taylor Kerchner); (4) "Cincinnati: Betting on an Unfinished Season" (Byron King); (5) "Greece Central School District: Stepping Back from the Brink" (Anthony M. Cresswell); (6) "Glenview, Illinois: From Contract to Constitution" (Mark A. Smylie); (7) "Miami: After the Hype" (LaRae Phillips); (8) "Rochester: The Rocky Road to Reform" (Julia E. Koppich); (9) "Toledo and Poway: Practicing Peer Review" (James J. Gallagher, Perry Lanier, and Charles Taylor Kerchner); (10) "Chicago: A Restless Sea of Social Forces" (William Ayers); and (11) "Getting Started: A Primer on Professional Unionism" (Julia E. Koppich). References and an index are included. (LMI)

ED 366 054 EA 025 546

Teddlie, Charles; Stringfield, Sam
Schools Make a Difference: Lessons Learned from a 10-Year Study of School Effects.
PUB DATE- 93
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; *Educational Environment; *Educational Improvement; *Effective Schools Research; Elementary Education; Leadership; Organizational Climate; *School Effectiveness
IDENTIFIERS- Louisiana

This book describes the Louisiana School Effectiveness Study (LSES), a decade-long project that identified the characteristics of effective schools. Following the foreword by Larry Cuban, four chapters in part 1 outline the rationale and four-phase design of the LSES. Four chapters in part 2 present quantitative and qualitative findings from LSES III and IV, a

Expenditures; Guidelines; Income; Recordkeeping; *School Accounting; State Standards; *Student Organizations
IDENTIFIERS- *California

This two-part handbook presents information on accounting procedures for student organizations, with a focus on the laws, policies, and procedures that affect student body organizations. Part 1 contains information about: (1) legal status of a school's student body organization; (2) principles governing student body finance; (3) administration of a student body organization's financial activities; (4) establishment of a student body organization; (5) preparation and control of budgets; (6) management of income; (7) disbursement of funds; (8) equipment for activities; (9) insurance; and (10) audits of a student body organization's accounts. Part 2 contains definitions of important accounting terms and methods of accounting; an explanation of the chart of accounts, including a sample chart of accounts; and guidelines for the internal control of accounting. Appendices contain sample journals, ledger accounts, end-of-month working papers, financial statements, and bank reconciliations. (LMI)

ED 366 075 EA 025 576

Public and Private School Principals: Are There Too Few Women?
PUB DATE- Jan 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Females; Leadership; National Norms; National Surveys; *Principals; *Private Schools; *Public Schools; *Women Administrators

This document uses data from the National Center for Education Statistics' 1987-88 and 1990-91 Schools and Staffing Survey (SASS) to address questions about the proportions of school principals who are women. Findings indicate that women are increasingly holding public school principalships; however, there are still more women principals in the private schools than in the public schools. Despite the increase of female public-school principals and the relatively high proportion of women principals in private education, the proportion of women principals remains much smaller than the proportion of female teachers. During the 1987-88 and 1990-91 school years, the rise in the proportion of women public-school principals occurred primarily in elementary and combined schools. Although the proportion remained the same for private schools, there were still more private-school female principals in the 1990-91 school year than there were women principals in the public schools. Two data tables are included. (LMI)

ED 366 076 EA 025 577

Kadel, Stephanie
Reengineering High Schools for Student Success. Hot Topics: Usable Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Educational Change; *Educational

This report examines the state of education reform and policymaking over the 10 years following publication of "A Nation at Risk" in 1983. It compares and contrasts 1983 and 1993 across a variety of aspects: (1) the changing constellation of power and authority in school reform; (2) the changes in the capacity of the system to undertake reform; and (3) new directions in the mechanisms of state policies directly targeted on classroom instruction. Major changes that have occurred since 1983 include a policy shift from input-focused education to a focus on results and systemic reform, a rise in the power of local educators and leaders, a closer examination of the capacity of states and local governments to implement reform, and the development of curricular frameworks and assessment instruments (particularly, testing). This report includes an abstract, introduction, overview, and three sections on the players, capacity for reform, and policy instruments. Appendices contain four case studies of educational reform in California, Florida, Georgia, and Minnesota. (Contains 126 references.) (LMI)

ED 366 096 EA 025 600

School Board Members: Advocates for American Education.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; Censorship; Court Litigation; Elementary Secondary Education; Freedom of Speech; Homeless People; Legal Responsibility; *Lobbying; Political Influences; Sexual Harassment

This article offers suggestions to school board members for developing effective grassroots lobbying. Tips include: (1) hook up with an organized network; (2) set an advocacy policy; (3) select an advocacy strategy for policy issues; (4) reach out for broad support; and (5) deliver the message through the media. Guidelines are offered for writing, calling, and meeting with legislators, and 10 rules of effective lobbying are highlighted in a sidebar. (LMI)

ED 366 097 EA 025 601

Organizing Your Community To Reach the National Education Goals.
PUB DATE- May 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; *Community Programs; Community Support; *Cooperative Planning; Educational Objectives; Educational Planning; Elementary Secondary Education; *Partnerships in Education; Program Implementation
IDENTIFIERS- *Goals 2000

The Goals 2000: Educate America Act calls for partnerships across local, state, and federal levels. This document offers suggestions for community organization to achieve the national education goals. The first section includes information on forming a steering committee, creating task forces, avoiding

Other sections address job retention, vocational rehabilitation services, benefits, and facts about employees with disabilities. The final section lists 15 organizational resources with addresses and telephone numbers. (DB)

ED 366 117 EC 302 710

Students with Special Educational Needs in Local Schools: Implications for Teacher Education and Development. Summary of the Proceedings of a Joint Conference of the Board of Teacher Registration and the Advisory Council for Special Education Needs (Carseldine, Queensland, Australia, October 18-19, 1991).
PUB DATE- Dec 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Foreign Countries; Group Discussion; Higher Education; Inservice Education; Inservice Teacher Education; Long Range Planning; *Mainstreaming; Paraprofessional School Personnel; *Preservice Teacher Education; *Professional Development; Social Integration; Teacher Education Curriculum
IDENTIFIERS- *Australia (Queensland)

This booklet summarizes results of a conference in Queensland (Australia) concerning the implications for teacher education of integrating students with special educational needs into local schools. The conference arose from two earlier reports of the Advisory Council for Special Educational Needs. Key principles were identified and prioritized. These included: children should be valued and supported in a variety of flexible settings; ongoing professional development should be focused on school improvement and problem solving; and an adequately resourced team approach should involve parents, teachers, therapists, and other community members. The small group discussions and presentations resulted in 19 recommendations in the following areas: (1) principles of preservice and inservice education; (2) course development; (3) course content; (4) the practicum; (5) course length; (6) continuing professional development; and (7) professional development of paraprofessionals and nonteaching professionals. An appendix lists members of the conference planning committee. (DB)

ED 366 118 EC 302 711

Annual Report on the Plan for Ensuring Access for Individuals with Disabilities to All New York State Education Department Programs and Services. Annual Report on Access.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Cooperation; *Disabilities; Employer Employee Relationship; *Government Role; *Normalization (Disabilities); *Personnel Management; Program Development; Program Implementation; Severe Disabilities; Social Integration; *State Departments of Education; Supported Employment; Teamwork; Volunteers; Work Experience Programs
IDENTIFIERS- Employees with Disabilities; *New York State Education Department

include a draft review of "Partnerships in Early Intervention" by Peggy Rosin and others; a self-assessment rating scale and individualized learning plan; and the course rating form. (Contains a bibliography of 53 items.) (DB)

ED 366 137 EC 302 731

Sowers, Jo-Ann; And Others
A Comprehensive Model To Enhance the Mastery and Functional Capabilities of Students with Physical and Multiple Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary School Students; Elementary Secondary Education; *Goal Orientation; *Multiple Disabilities; Parent Education; Personal Autonomy; *Physical Disabilities; Secondary School Students; *Student Educational Objectives; *Teaching Models
IDENTIFIERS- Community Based Education

This final report describes the Mastery Project, which developed, implemented, and field tested a comprehensive model to promote the mastery orientation and functional independence of students, ages 11-20, with physical and multiple disabilities. The model includes systematic procedures to: (1) facilitate assessment of students' functional capabilities in home, community, school, and friendship domains; (2) assist students to identify and select personal goals and apply problem-solving and planning strategies; (3) enable students to direct assistance provided by others; (4) promote the ability of parents to support students' independence and autonomy; and (5) create opportunities for students to participate in community-based activities and discuss disability-related issues with successful adult mentors with similar challenges. The Mastery Project was implemented in 2 school districts with 30 students and their parents. Students were provided with weekly coaching to accomplish self-assessments, goal identification, and goal achievement. Students were also introduced to mentors, and parents were provided with monthly coaching and written materials. The project has been adopted by the Portland (Oregon) public schools. (Contains 311 references.) (DB)

ED 366 138 EC 302 732

Lyman, Lawrence
Group Building for Successful Inclusion Programs.
PUB DATE- 12 Nov 93
NOTE- 9p.; Paper presented at the Flint Hills Educational Research Development Association Special Education Inclusion Conference (November 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; *Disabilities; Educational Cooperation; Elementary Secondary Education; Group Experience;

ED 366 156 EC 302 759

Abelman, Robert
Some Children under Some Conditions: TV and the High Potential Kid. TV and Kids: Research-Based Decision Making Series, Number 9206.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academically Gifted; Age Differences; Child Rearing; *Childrens Television; Comprehension; Critical Viewing; Educational Television; Elementary Secondary Education; Government Role; Mass Media Effects; Mass Media Role; Mass Media Use; *Parent Role; Television Commercials; *Television Viewing

This monograph examines the relationship between intellectually gifted children and television and summarizes research on this subject, primarily conducted by Project KIDVID at Cleveland (Ohio) State University. After an introduction and discussion of the available scientific literature, research-supported facts and related questions are presented concerning the following: (1) television viewing habits; (2) program comprehension; (3) commercial advertising; (4) program preferences; (5) perceived reality; (6) parental mediation; (7) governmental mediation; and (8) instructional opportunities. Resulting research-based guidelines are offered. First, although young gifted children spend significantly more hours watching television than same-age peers, this does not necessarily warrant parental concern. Second, parents should be sure programming matches the child's capability to follow the story line and is sufficiently challenging. Third, younger children should avoid program-length commercials. Fourth, pay television (cable, video, rentals) currently provides the most reliable supply of quality children's programs. Fifth, primetime commercial television offers inadequate and inappropriate role models for gifted children. Sixth, the most effective forms of parental mediation are purposeful program selection and coviewing with the child. Seventh, parents should become involved in influencing the quality and quantity of local children's programming. Eighth, television in the classroom has a place in gifted education. An appendix lists 14 television-related activities. (Contains 33 references.) (DB)

ED 366 157 EC 302 760

Jackson, Nancy Ewald; Roller, Cathy M.
Reading with Young Children. Reading: Research-Based Decision Making Series, Number 9302.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

interviewee, may not be equivalent in terms of the discourse and accommodation used by the interviewers, and that interviewer strategies for avoiding trouble may be linked to underlying cultural and pragmatic phenomena. (Author/MSE)

ED 366 174 FL 021 642

Bilingual Education Multifunctional Resource Center. Service Area 4. Annual Performance Report, 1992-1993.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Sep 93
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *Inservice Teacher Education; *Limited English Speaking; Program Administration; Program Descriptions; Program Evaluation; Regional Programs; Rural Areas; School Districts; *Technical Assistance
IDENTIFIERS- Alabama; Arkansas; Georgia; Louisiana; Mississippi; North Carolina; Oklahoma; South Carolina; Tennessee

The federally funded Bilingual Education Multifunctional Resource Center (BEMRC) provides support services to programs and individuals serving students of limited English proficiency (LEP) in Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, and Tennessee. LEP students in the mostly rural areas come from over 60 language groups. The largest groups are Native American, Hispanic, and Asian. During its first year of operation (October 1, 1992-September 30, 1993), BEMRC conducted 506 service activities, 502 of which were major workshops and technical assistance activities. Staff and consultants provided services to 19,210 individual clients, principally school personnel, at four levels (statewide, regional, multi-district, local), of four types (technical assistance, workshop, meeting, conference/institute), and on a variety of topics (project management, curriculum and instruction, culture/counseling, parent/community involvement). BEMRC invited state education agency representatives to meet to discuss procedures for coordinating and planning specific activities for each state. A 2-day regional workshop was held for all Title VII project directors or representatives, enhancing collaboration. BEMRC also conducted training workshops in areas of importance to various projects and provided on-site technical assistance services and workshops. Workshops were well received by participants. An additional product was a resource book on serving LEP students in vocational/career education programs. (Author/MSE)

ED 366 175 FL 021 643

COMSIS. Mid-Atlantic Multifunctional Resource Center. Contract Year One, 1992-1993. Annual Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; Demography; *Federal Programs; Language Research; *Limited English Speaking; Linguistic Theory; Program Descriptions; Program Design;

DESCRIPTORS- *Communicative Competence (Languages); Discourse Analysis; Foreign Countries; *Grammar; *Intercultural Communication; *Language Patterns; *Metalinguistics; Oral Language; Second Language Instruction; *Second Language Learning; Written Language

It is argued that teaching and learning a second language for communicative competence should not lead to neglect of students' understanding of the way the language works, but rather should include constant development of language awareness. While use of the language in a variety of communicative activities is the central goal of instruction, discussion of how the language works as it does can enhance both comprehension and production. It is also proposed that the communicative approach need not be limited to oral communication, especially the everyday conversation that is commonly the focus of communicative instruction, to the exclusion of written discourse. Language awareness and written text can be productively integrated into a communicative activity. For example, students might be presented with a text, communicate about its content, and only after exploiting its communicative potential, be invited to observe language features at work in it. (MSE)

ED 366 195 FL 021 753

Celce-Murcia, Marianne
What Role for Grammar after the Communicative Resolution?
PUB DATE- 90
NOTE- 14p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Discourse Analysis; Educational Strategies; Educational Trends; *Grammar; Second Language Instruction; *Second Language Learning; Trend Analysis

Language is a system developed for the purpose of communication. Grammar (structure), which reflects language form, is only one aspect of language; the other two are meaning and function. Failure of form-centered approaches to second language teaching, the audiolingual and cognitive approaches, led to the emergence of the communicative approach in the mid-1970s and neglect of grammar as a valid component of language instruction. Now that the communicative approach has evolved somewhat, another look at the role of grammar in communicative language teaching is appropriate. It is likely that much of what has previously been addressed as sentence-level grammar will in future be reanalyzed and taught in relation to its role in discourse, and therefore as it contributes to communication. While the discourse-based approach may be perceived to be in conflict with the highly social and interactive exercises characteristic of the communicative approach, its real contribution will be to move learners beyond superficial, everyday communication to the expression of experiences, thoughts, and ideas that can only be adequately expressed through extended discourse. As such, this approach emphasizes the use of texts, oral and written, to extend learner awareness of how grammar functions in discourse. (MSE)

ED 366 196 FL 021 754

Weiping, Wu
Towards a Theory of Teaching Chinese as a Foreign Language.
PUB DATE- Nov 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Antonio, TX, November 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Course Content; *Curriculum Design; Difficulty Level; Educational Strategies; Higher Education; *Language Processing; *Learning Processes; Second Language Instruction; *Second Languages; Theory Practice Relationship

A "dynamic priority" theory of Chinese second language instruction is outlined and discussed. The theory focuses on five aspects of language instruction: spoken vs. written language; universality vs. particularity; cultural vs. linguistic tasks; performance vs. competence; and proficiency vs. achievement. A dynamic relationship is seen between the two components of each aspect, with instructional priority, in terms of both sequence and amount of time devoted, assigned to one component over the other. "Dynamic" suggests that the component receiving priority varies in different stages of learning. In early instruction, priority is given to spoken Chinese, with written language receiving attention later. Universality (common formal features shared by all languages) has priority over particularity (features unique to Chinese) in all stages of instruction. Linguistic tasks have priority over cultural tasks in early stages of instruction, with cultural tasks taking precedence at the advanced level. Performance (language use) is prominent on the instructional agenda from the first day, with competence (knowledge of language structure) taking a lesser role. Finally, proficiency (communication skills in the context of testing) is to be of higher priority than achievement in testing. Implications of these principles for curriculum design, teaching method, material selection, and testing procedures are examined. (MSE)

ED 366 217 FL 021 834

Lo, Terence; Lee, Cynthia
A Socio-Cultural Framework for a Critical Analysis of English as a Foreign Language in HongKong.
PUB DATE- Dec 92
NOTE- 28p.; Paper presented at the Annual International Meeting of the Institute of Language in Education (Hong Kong, December 15-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *English (Second Language); Foreign Countries; *Language Attitudes; *Language Role; Language Usage; *Sociocultural Patterns
IDENTIFIERS- *Hong Kong

A sociocultural framework for examining the use of English as a Second Language (ESL) in Hong Kong is outlined and discussed. It incorporates or draws on concepts of the socio-historical nature of language, critical analysis of communication, and systemic-functional analysis of language use. Using this framework to analyze the current situation of English use in Hong Kong, it is concluded that many students in working-class schools feel they are being forced to learn English that is not

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; College Athletics; College Faculty; Diversity (Institutional); Educational Change; Educational Finance; Elementary Secondary Education; Federal Aid; Federal Legislation; Health Insurance; *Higher Education; Intercollegiate Cooperation; *Policy Formation; Productivity; *Public Policy; Racial Relations; Research; State Aid; Student Financial Aid; Teacher Retirement; Trend Analysis

This publication addresses 10 "front-burner" public policy issues in higher education for 1994 which were identified and discussed by higher education policy experts in two meetings during the fall of 1993. A single page at the beginning of the document presents all 10 issues in a format designed for easy photocopying or overhead projector presentation. This is followed by a series of two-page sections that treat each issue individually with a box presenting the issue "at a glance," a summary of significant points for discussion, and recommendations for further reading. The following issues are addressed: (1) the budget squeeze over competition for public funds; (2) continued growth in demand for oversight and accountability of institutions; (3) pressures to increase access, productivity and cost containment; (4) student-aid reforms brought on by new legislation; (5) changing research priorities with slowed federal funding; (6) race and diversity issues; (7) the national health care debate and its effect on institutions of higher education; (8) continued public scrutiny of and pressure to reform intercollegiate athletics; (9) involvement by institutions of higher education in public school reform; and (10) elimination of mandatory faculty retirement ages in 1994. (JB)

ED 366 237 HE 027 078

Miller, Rodney E.
Institutionalizing Music: The Administration of Music Programs in Higher Education.
PUB DATE- 93
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrative Principles; Administrator Characteristics; Administrator Guides; Administrator Responsibility; *Administrator Role; College Administration; College Students; Department Heads; *Departments; *Higher Education; Institutional Mission; Intellectual Disciplines; *Music; *Music Education; Music Teachers; *Program Administration; Teacher Administrator Relationship

This book addresses the administration of music programs in institutions of higher education and the roles, responsibilities, and interactions of students, faculty and administrators. Chapter I looks at music departments and music education as a bureaucratic enterprise. It reviews trends in American higher education and its forms and argues for the importance of music departments in sustaining and insuring the future of music. Chapter II takes a closer look at the history of state tech prep coordinators, a 23-item tech prep resources directory, notes on preparatory services requirements, overview of cost principles and grant administrative requirements, and descriptions of nine model tech prep education projects under Title IV. (MN)

ED 365 778 CE 065 354

Schneider Skills Enhancement Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 475p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Biomedical Equipment; Cost Effectiveness; Cultural Differences; English (Second Language); Individualized Education Programs; *Individualized Instruction; Information Dissemination; Instructional Development; Language Arts; Language Skills; Learning Modules; *Literacy Education; *Manufacturing Industry; Mathematics Skills; Models; *Numeracy; Outcomes of Education; Partnerships in Education; *Program Effectiveness; Recordkeeping; *Skill Development
IDENTIFIERS- *Workplace Literacy

The Schneider Skills Enhancement Program is a workplace literacy partnership between the medical manufacturing firm Schneider, Inc., and the Adult Academic Program of the Robbinsdale Area Schools in Minnesota. A literacy audit of 39 Schneider employees established a need for instruction in literacy, numeracy, and English as a Second Language (ESL) at the firm. In response to this need, work-related curricula and individualized instructional materials on the following topics were developed: ESL; mathematics; Traceability Control Form (TCF) training (TCFs are used to document production work and provide records of each product); International Standards Organization (ISO) audit training (ISO training was initiated to help Schneider gain certification to do business in the European community); and cultural diversity. The program gave Robbinsdale staff valuable insights about organizing instruction for business, helped Schneider improve its employee assessment and training procedures and examine the root causes of its inefficiency, and improved Schneider employees' literacy and numeracy skills. (This package includes an outside evaluation of the Skills Enhancement program, final performance report, and curriculum and other project materials. Among the curriculum/project materials, which comprise over three-fourths of the package, are the following: pre-assessment and marketing/evaluation materials, math curriculum/materials, language arts curriculum/materials, and dissemination materials.) (MN)

ED 365 779 CE 065 355

Milwaukee Nontraditional Feeder Program: A "How-To" Resource Guide.
PUB DATE- Dec 93
NOTE- 106p.; Prepared by the Nontraditional Employment Training (NET) Project and the Milwaukee NET Site (Private Industry Council of Milwaukee County, YWCA of Greater Milwaukee, Milwaukee Area Technical College, and Milwaukee NET Project

57 research reports written about the General Educational Development (GED) tests. For inclusion, documents were required to meet three criteria. They must: (1) focus on outcomes of GED graduation; (2) present some form of empirical, research-based evidence concerning the outcomes of GED graduation; and (3) constitute a primary research report rather than a secondary commentary on someone else's report. The documents are arranged in chronological order, from 1953 to 1992. Each annotation provides this information: title; author(s); date; publication information; overview; methodology; summary of findings; and critique of study. A preface reaches the conclusion that of the 57 "flawed" tests of the GED, the GED passed at least 40 of them with flying colors. Author and subject indexes are appended. These subjects are indexed: affective outcomes, education outcomes, economic outcomes, family-related outcomes, and military performance. (YLB)

ED 365 797   CE 065 385

Nurss, Joanne R.; Singh, Ravinder
Atlanta Family Literacy Collaborative. Interviews of Participants: Year 1 and 2.
PUB DATE- Jun 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Attendance Patterns; *Dropout Rate; Failure; *Literacy Education; Parent Child Relationship; *Participant Satisfaction; *Program Effectiveness; School Holding Power
IDENTIFIERS- *Family Literacy; Georgia (Atlanta)

A study investigated the low rates of attendance and retention that had beset Atlanta's Family Literacy Program since its inception. To establish a meaningful dialog with participants, a qualitative interview approach was used. The sample was composed of current students, dropouts from Years 1 and 2, and graduates of Year 1. One-third of the population was randomly selected for participation, yielding the following sample sizes: 14 current students, 20 dropouts (Year 1), 14 dropouts (Year 2), and 5 graduates. Overall, the participants were happy with the program. Approximately 60 percent of the dropouts left for personal reasons, the rest for reasons of dissatisfaction with the literacy program. More Year 1 dropouts commented about the low quality of the instructors than did those in Year 2. About half of the second year dropouts were working; the other half were at home caring for their children as were over three-fourths of the Year 1 dropouts. In contrast, those women who completed the first year (graduates) were working, seeking work, or continuing in school. Teachers appeared to be the most important aspect of the program and were highly praised by students who were satisfied. Many negative comments were received about the computer program. Most mothers were pleased with the program for their children and felt they had learned a lot. The purchase of more computers, better feedback, and a more structured program were recommended. (The interview schedule is appended.) (YLB)

ED 365 798   CE 065 403

Ascher, Carol
Cooperative Education as a Strategy for School-to-Work Transition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cooperative Programs; *Coordination; Coordinators; Decision Making; *Employment Programs; Federal Legislation; Federal Programs; *Government Role; *Job Training; National Surveys; *Policy Formation; Public Agencies; *Public Policy; State Government; State Programs; Statewide Planning; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *State Job Training Coordinating Councils

A nationwide study examined the roles, responsibilities, and major accomplishments of the State Job Training Coordinating Councils (SJTCCs) under the Job Training Partnership Act (JTPA). The 50-state assessment also documented the nature and extent of council involvement with governors, legislatures, and JTPA's local Private Industry Councils (PICs) and Service Delivery Areas (SDAs). Two-thirds of the governors continued to take an active interest in SJTCC affairs. Increasing legislative involvement with JTPA in general was indicated, but its nature and emphasis fit no consistent pattern nationally. Relations with local PICs and SDAs appeared to be consistently good. SJTCCs tended to involve themselves most heavily in JTPA-specific operational issues, while demonstrating considerably less involvement with longer-term planning and policy issues. Coordination activities and planning and allocation of state discretionary funds headed the list of current SJTCC priorities. Each state council was actively involved in some aspect of JTPA planning, coordination, or oversight. A pervasive problem was absence of mechanisms for exchanging information or comparing "best practices" among the states. The majority of SJTCCs were involved in activities that enhanced JTPA coordination with employment security agencies and public assistance programs. Councils in a half dozen states had, at their governors' urging, embarked on major new employment and training policy development initiatives. (YLB)

ED 365 817 CE 065 443

Pritchard, May Long
The State Youth Initiatives Project. State Education and Coordination Grants: The Early Experience. Working Paper #4.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 91p.; For a related document, see ED 304 496.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; *Disadvantaged; Employment Programs; Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; Program Administration; *Resource Allocation; Secondary Education; Special Needs Students; Vocational Education; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

A study gathered information from the early 8 percent set-aside experience of 12 states during the first official period of Job Training Partnership Act (JTPA) activity. The states were Connecticut, Illinois, Indiana, Kentucky, Maryland, Massachusetts, Minnesota, New Jersey, New York, North Carolina, Oregon, and South Carolina. Findings were that the governor lodged responsibility for 8 percent administration with the state's department of education in one-half of the sample.

(055)
DESCRIPTORS- Career Exploration; Community Services; Counseling Services; *Delivery Systems; *Dislocated Workers; Employment Practices; Evaluation; Intervention; Job Layoff; Job Search Methods; Job Skills; Off the Job Training; On the Job Training; *Outplacement Services (Employment); Program Descriptions; *Program Development; Relocation; *Retraining; Social Services; *Statewide Planning
IDENTIFIERS- Economic Dislocation Worker Adjust Assist Act 1988

This guide provides Economic Dislocation and Worker Adjustment Assistance Act practitioners with information about effective strategies to serve dislocated workers under a variety of local conditions. Chapter 1 describes responsive services and explains the study methods by which examples were selected for this guide and the data collection methods. The remaining nine chapters are organized by type of service. For each service, the guide first identifies the challenges substate areas face in responding to the needs of dislocated workers and then presents examples of strategies substate areas have used to address these challenges. Each chapter presents more detailed case examples of substate areas with responsive services. Some chapters also list examples of resources or materials referenced in the examples. Services described in chapters 2-9 include the following: early intervention services; services to help dislocated workers develop appropriate reemployment plans; services to support dislocated workers during program participation; basic readjustment services, including job search training and assistance and crisis adjustment, job readiness, and relocation assistance; and retraining services, including basic skills, classroom training in occupational skills, and on-the-job training. Chapter 10 highlights ways substate areas promote high-quality services through organizational and staff development procedures. (YLB)

ED 365 835   CE 065 471

Vitzthum, Edward F.
Winds of Change: Toward a Realistic Vision for the Future of Cooperative Extension.
PUB DATE- Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; Agriculture; *Educational Change; Educational Research; *Extension Education; Federal Government; Federal Legislation; Futures (of Society); Inservice Education; Land Grant Universities; *Public Policy; *Strategic Planning; Teaching Methods; Technological Advancement

The extension and research systems of land-grant institutions are in trouble. Six factors demonstrate the scope of the problem: significant cuts for agriculture in the Clinton administration budget; lawmakers opposed to extension research; federal budget deficit; state budget constraints; decreased power of agriculture in Congress; and agriculture's negative image. Other developments affecting the extension system are as follows telecommunications becoming a regular part of inservice training and educational program delivery; states sharing agricultural experiment station facilities and personnel; and CD-ROM systems allowing instant access to and local printout of extension educational resources. Imperatives for extension

ED 365 853   CE 065 501

Wellins, Richard S.; And Others
Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation. First Edition.
PUB DATE- 91
NOTE- 258p.; Jossey-Bass Management Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Cooperation; Employer Employee Relationship; Interpersonal Competence; Interpersonal Relationship; Interprofessional Relationship; *Leaders; *Organizational Development; Participative Decision Making; Productivity; *Self Directed Groups; *Team Training; *Teamwork

This book contains information targeted at executives, line managers, and human resource executives responsible for bringing the team vision to their organizations. A prologue defines teams and shows how they are developed. Part I (chapters 1-4) has the following purposes: introduces the team empowerment continuum, shows how a reshuffling of leadership roles takes place as companies move to self-directed teams, explores some characteristics and practices of work teams, and takes a close look at how one team operates. Part II deals with the actual mechanics of starting and maintaining teams; chapters end with "Team Tips" sections with practical advice on team installation and maintenance. Chapters 5-9 look at ways to create a vision and culture conducive to developing teams by: explaining how a self-analysis instrument assists with determining an organization's readiness for teams; describing the process of designing and implementing teams; clarifying the role of leaders; knowing what to look for when choosing team members, team leaders, and group leaders; and developing a typical training plan for team members and leaders. Part III (chapters 10-13) talks about the four developmental stages of teams: getting started, going in circles, getting on course, and full speed ahead. These chapters present the "feel" of a team at each particular stage and offer tips for advancing from one stage to the next. An epilogue considers broader issues facing the growth of teams worldwide. Appendixes include a 15-item bibliography, 51 references, and an index. (YLB)

ED 365 854   CE 065 502

Fisher, James C.; Cole, Kathleen M.
Leadership and Management of Volunteer Programs: A Guide for Volunteer Administrators. First Edition.
PUB DATE- 93
NOTE- 208p.; Jossey-Bass Nonprofit Sector Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Administration; *Administrator Qualifications; Administrator Responsibility; *Administrator Role; Personnel Selection; Program Effectiveness; Program Evaluation; Recruitment; Staff Development; *Supervisor Qualifications; *Volunteers; *Volunteer Training

Based on the Association for Volunteer Administration (AVA) Certification Competencies, this book describes the knowledge, skills, and abilities required of professional managers to involve volunteers effectively in the work of organizations. Chapter 1 examines the leadership and management roles of volunteer administrators. Chapters 2 and 3 focus on staffing

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- 30 Jun 93
NOTE- 160p.; For related documents, see CE 065 630-633.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competence; *Competency Based Education; Computer Assisted Design; Computer Science; Drafting; Electronic Equipment; Electronics; Food Service; Instrumentation; Instrumentation Technicians; Job Skills; Measurement Equipment; Microcomputers; Models; *Performance Tests; Postsecondary Education; Program Development; *Test Construction; Test Items; Test Manuals; Work Sample Tests

This document contains a project report and procedures manual from a project in which a group of junior colleges and postsecondary technical schools in Texas developed, pilot tested, and disseminated performance criterion-referenced occupational examinations for technical occupations. The report describes how teachers and industry personnel collaborated in developing the model and four competency-based examinations for the following subjects: drafting, electronics and instrumentation, food production, and microcomputer applications, as well as a model procedure manual for developing and conducting the examinations. The model procedure manual includes the following: (1) an introduction that explains the rationale for competency-based instruction and highlights pertinent sections of Perkins legislation that apply to technical education and competency-based testing; (2) a discussion of occupational competency testing; (3) directions for developing occupational competency examinations; and (4) eight appendixes--definitions; an example of a survey to validate tasks or competencies; samples of occupational examinations in computer science, drafting, food production, and electronics and instrumentation; project abstracts for seven U.S. Department of Education and Department of Labor grants; and a list of nine selected references. (KC)

ED 365 873 CE 065 630

King, Maribeth L.; Huse, Vanessa E.
Competency Exams for Computer Science Microcomputing-Related Occupations. Student and Instructor Manuals.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- Jun 93
NOTE- 160p.; For related documents, see CE 065 629-633.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; Computer Science; *Computer Software; Microcomputers; *Performance Tests; Postsecondary Education; *Test Items; Test Manuals; Work Sample Tests

This document contains 20 competency-based examinations with student and instructor manuals for computer science microcomputer-related occupations. For each of the examinations, the student manual contains the following: the competency, the performance objective, directions, the facility limiting liability. Chapter 7 considers integrating the center, the school, and the community. Chapter 8 focuses specifically on serving elementary-aged children. Chapter 9 deals with program evaluation. Relevant materials are appended. (NB)

ED 365 893   CG 025 145

Steinschneider, Janice
Potential Sources of Federal Support for School-Based and School-Linked Health Services. Volume III. A Guide to School-Based and School-Linked Health Centers.
PUB DATE- 93
NOTE- 133p.; For volumes I and II, see CG 025 143-144.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Federal Aid; *School Health Services; *Secondary School Students; Student Needs

Volume III of a three-volume guide to school-based and school-linked health centers, this document notes that communities that wish to continue existing school-based health clinics or to start new ones may need to explore federal support for health center operations. This manual identifies federal health, education, and social programs which support the kinds of services provided by school health centers. Some of these programs described cover a broad array of health services; other cover specific types of services; still others support demonstration or model projects. For each of these programs, the manual identifies the program's purpose and structure, who may be served with the funds, what services they may receive, major programmatic and administrative requirements for funded service providers, application procedures, and a federal contact person for additional information. The 15 chapters in the manual focus on: (1) the flow of federal funds; (2) Health Care Block Grants; (3) Title V: Maternal and Child Health Services Block Grant; (4) Preventive Health and Health Services Block Grant; (5) Substance Abuse Prevention and Treatment Block Grant; (6) Community Mental Health Services Block Grant; (7) Medicaid; (8) Section 330: Community Health Centers; (9) Drug-Free Schools and Communities - state grants; (10) Title X: Family Planning Services; (11) Women, Infants, and Children (WIC) Program; (12) Social Services Block Grant; (13) Child Care and Development Block Grant; (14) direct grants for innovative, demonstration or special projects; and (15) three state case studies (New Jersey, New Mexico, and California). The manual focuses on requirements found in the federal law. Appendices include: (1) a list of acronyms; (2) a list of federal agencies with responsibility for adolescent services; (3) Medicaid federal financial participation rates by state; and (4) state contacts for selected federal programs. (NB)

ED 365 894   CG 025 156

Lenz, Janet, Ed.
Institute on College Student Values Proceedings (Tallahassee, Florida, February 1993).
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

related pamphlets, see CG 025 173-177. see CG 025 173-178.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ethics; *Professional Associations; *Social Work; Social Workers; *Standards
IDENTIFIERS- *National Association of Social Workers

This document presents the Code of Ethics of the National Association of Social Workers (NASW), originally adopted in 1979 and revised in 1990 and again in 1993. The preamble notes that the code is intended to serve as a guide to the everyday conduct of members of the social work profession and as a basis for the adjudication of issues in ethics when the conduct of social workers is alleged to deviate from the standards expressed or implied in the code. Major principles of the code are summarized, and then the code is presented in its entirety. Section I, The Social Worker's Conduct and Comportment as a Social Worker, considers propriety, competence and professional development, service, integrity, and scholarship and research. Section II, The Social Worker's Ethical Responsibility to Clients, focuses on the primacy of clients' interests, rights and prerogatives of clients, confidentiality and privacy, and fees. Section III, The Social Worker's Ethical Responsibility to Colleagues, considers respect, fairness, and courtesy; and dealing with colleagues' clients. Section IV, The Social Worker's Ethical Responsibility to Employers and Employing Organizations, explains commitments to employing organizations. Section V, The Social Worker's Ethical Responsibility to the Social Work Profession, considers maintaining the integrity of the profession, community service, and development of knowledge. The final section, The Social Worker's Ethical Responsibility to Society, focuses on promoting the general welfare. (NB)

ED 365 915 CG 025 179

Mintzies, Paula; Hare, Isadora
The Human Factor: A Key to Excellence in Education.
SPONS. AGENCY- National Association of Social Workers, Silver Spring, MD.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Excellence in Education; *Interpersonal Relationship; *School Role; *School Social Workers

This document contends that efforts designed to determine how schools can educate children for the nation of tomorrow, by focusing primarily on curriculum issues, instruction, and teachers, may have overlooked the interpersonal factors which contribute to excellence and those human and social forces which may interfere with the attainment of excellence for all students. It cites a study conducted by the National Association of Social Workers (NASW) in conjunction with its Third National Conference of School Social Work, noting that the study findings lead to the conclusion that many human and social factors interfere with children's ability to achieve their potential. A number of major societal and family changes are discussed that deal with teenage suicide, emotional problems of gifted children, special education needs of seriously emotionally disturbed children, dropout rates, sexuality, immigrant students, child abuse and neglect, single-

DESCRIPTORS- *Assertiveness; Black Family; *Career Counseling; *Counseling; *Evaluation Methods; Evaluation Problems; Grief; Lesbianism; Mental Health; Models; Supervision; Test Use

This document consists of the four issues of the "IACD Quarterly" published in 1992. Articles in this volume include: (1) "A Multicultural Approach to Assertiveness Training" (Wilma Henry and Mary Ann Jones); (2) "Life-Skills: Research and Application" (Michael Illovsky); (3) "'A Model for Grief Counseling: Combining the Ideals of Robert Carkhuff and Colin Parkes'" (Nan Giblin): (4) "Career Indecision: Methods for Identification" (Bradford Carroll); (5) "Working With Counselor Trainees From Toxic Families" (Keren Humphrey); (6) "Latina Lesbians" (Estela Pledge); (7) "Supervising the Experienced Student Counselor" (Stephany Joy); (8) "Culture and Mental Health: Practical Issues Affecting Mexican Americans" (Mark Kaplan and Suzanne Faikus); (9) "Inner Child Healing" (Margaret Nichols); (10) "An Effective Counseling Model for Treating the African-American Family" (Jay Willis); (10) "Measurement Issues Affecting the State of Illinois: Background and Overview" (William Gorman); (11) "Test Use Practices of Counselors Working in Educational Settings" (Patricia Elmore, Ruth Ekstrom, and Esther Diamond); (12) "The Meaning of Test Results for Counselor" (Rick Myer and I. Michael Schyb); (13) "Assessment Issues with Non-Traditional Students" (Dorothy Squitieri); (14) "Substance Abuse Assessment in Illinois" (John Taccarino); (15) "Standardized Testing in Illinois: Adequacy for Purposes Used" (Rita Karwacki Bode); and (15) "Tech Prep and Illinois Assessment Needs" (John Van Alst). (NB)

ED 365 934 CS 011 525

Frerichs, Linda C.
Kindergarten Teachers' Perceptions and Practices in Reading/Language Arts.
PUB DATE- Dec 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Kindergarten; *Language Arts; Phoneme Grapheme Correspondence; *Preschool Teachers; Primary Education; *Reading Instruction; Reading Research; *Teacher Attitudes; *Teacher Behavior; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Clay (Marie); Concepts about Print Test; Emergent Literacy; Reading Recovery Projects

An exploratory study investigated the relationship between perceptions and practices in reading and language arts, and examined whether teachers were using practices to develop students' literacy skills suggested in work by Marie Clay. Subjects, 16 out of a possible 22 kindergarten teachers in one southern school district, responded to a 138-item questionnaire involving reading, writing, concepts about print, and letter/sound associations. Results indicated that: (1) teachers' practices involving "reading materials" and "who read to whom" generally matched Clay's recommendations; (2) practices and perceptions of teachers matched fairly closely for reading materials, who read to whom, and writing; and (3) practices in concepts about print and letter/sound associations did not match recommendations by Clay, nor did practices and beliefs generally match one another. Results also indicated that: two of the seven schools had acceptable practices in assessment of learning. The "Worksamples Interview" (a 10-item questionnaire that focuses on different dimensions of children's work) was used with 93 children in Years 4, 5, and 6 in one school in a large city in Australia. Children selected work samples from their own collections that represented particular features and provided explanations and self-evaluations. Results indicated that: (1) the children reflected on the features and provided both cognitive and affective evaluations; (2) a developmental trend was evident in many responses; and (3) although no difference was found on the Total Worksample Interview Score between good and poor readers, the Total Score did correlate with scores in tasks assessing strategic reading, attitudes toward school, and literacy habits outside school. Findings suggest that the Worksamples Interview taps metacognitive abilities related to strategic and motivated literacy learning. Findings also suggest that the Worksamples Interview holds promise as an assessment tool that teachers can use in conference settings with artifacts, performance assessments, and portfolios. (Three tables of data are included and the Worksamples Interview is attached. Contains 13 references.) (Author/RS)

ED 365 953 CS 011 545

Proceedings of the Asian Reading Conference (Tokyo, Japan, August 3-4, 1993).
PUB DATE- Aug 93
NOTE- 271p.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; Picture Books; *Reading Achievement; Reading Attitudes; Reading Difficulties; *Reading Instruction; Reading Research; Second Language Learning; Spelling; Sustained Silent Reading; *Thinking Skills; Visual Impairments
IDENTIFIERS- Japan; Malaysia; Philippines; Refugee Camps; Thailand

This proceedings of the 1993 Asian Reading Conference contains the following 20 papers: "Adverse Effects of Lower Cognitive Processing Capacity on Achievement: What Can We Do?" (James M. Furukawa); "The Impact of Foreign Language Literacy on Higher Education in Thailand" (Uthai Piromruen); "Reading Achievement of Students in Selected Secondary Schools in Malaysia" (Safiah Osman); "Beginning Reading Instruction in India: An Appraisal" (Kuldeep Agarwal); "Literacy Instruction in Some Philippine Schools" (Patria Garcia-Aranas); "Why Do Japanese Children Read Books?: A Developmental Study of Conceptions on Book-Reading" (Kiyomi Akita and Takashi Muto); "Philosophy Is Also for Children: Teaching Reasoning Skills to Young Children" (Norma Lazaro-Jaramillo); "A Comparative Study of Opinions about Methods of Picture Book Reading in Japan and Taiwan" (Toshie Nakamura and Yasuchika Imai); "Implementing and Maintaining a Sustained Silent Reading Program in Secondary Classrooms" (Victoria Y. Hsui); "Confusion of Sounds" (Rajguru Rajendra Prasad); "Why Some Children Have Problems in Learning to Read and Spell in English" (Mary Rohl); "Support Teachers for Students with Reading Difficulties: Australian Research" (John Elkins); "Becoming Aware of World Cultures and Ways of Speaking through Literary Texts" (Maya Khemlani-David); "Response of Preschool Children to BAWAL as an 'Encouraging to Read Programme'" (Halimah Badioze Zaman); "Syntactic Awareness and Early Literacy" (Marion Milton); "The Language of Media: Student-Produced Films and Videos Stimulate Reading at All session on how parents can help children enjoy the summer months while they improve their social skills, use reading as a way to grow, and emphasize communication through writing. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 975 CS 011 575

Moke, Susan, Ed.; Shermis, Michael, Ed.
Success with Test-Taking. Make the Parent Connection! Leader Guide.
PUB DATE- 92
NOTE- 25p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Test Anxiety; *Test Wiseness; Training Methods; Young Children
IDENTIFIERS- Family Literacy

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to use in helping children do better on tests. The guide contains material necessary to conduct a 1- or 1.5-hour session on how parents can help children become better test-takers and reduce their test anxiety. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 976 CS 011 576

Moke, Susan, Ed.; Shermis, Michael, Ed.
Speaking and Listening Skills. Make the Parent Connection! Leader Guide.
PUB DATE- 93
NOTE- 27p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Enrichment Activities; *Listening Skills; *Parent Child Relationship; *Parent Education; Parent Materials; Parent Participation; *Parent Role; Parents as Teachers; Training Methods; Young Children
IDENTIFIERS- Family Literacy

This manual is a resource book for organizers and leaders and language is for the use of men, and that women who use taboo language are criticized for being unladylike; (2) although a majority of men and women believed that taboo language should be equally appropriate for women to use as it is for men, the majority also believed that college women were less prone to use taboo language than college men; (3) the majority of respondents believed that swearing was a matter of morals, not just a matter of etiquette; (4) almost all subjects reported the use of taboo language with some degree of regularity; (5) male respondents rated themselves as more frequent users of taboo language than female respondents rated themselves; (6) male respondents also reported the use of taboo language in more public places than did female respondents; and (7) 55% of female respondents, compared to 24% of male respondents, reported venting emotion as their only reason for using taboo language. Findings suggest that traditional attitudes are still firmly entrenched in the fabric of southeastern subjects' lives. (RS)

ED 365 996   CS 214 176

Robertson, Mary C.; Apanewicz, Rachel
Where Is the Line? How Ethical Questions Reflect a Writing Center's Philosophy.
PUB DATE- 24 Apr 93
NOTE- 5p.; Paper presented at the Annual Mid-Atlantic Writing Centers Conference (Villanova, PA, April 24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ethics; Higher Education; Plagiarism; Policy Formation; *Tutoring; *Writing Laboratories
IDENTIFIERS- Educational Issues; *La Salle University PA; *Tutor Role

The question of where the line is often arises as tutors attempt to confine their tutoring within ethical boundaries suggested by the line image. On the surface, some issues look easy. To the question of whether tutors should offer advice on take-home test writing assignments, most writing center personnel would probably respond with "absolutely not." However, in-class and take-home tests are not the same. There are no set answers to these and other issues. Each writing center functions within a special academic and political context and must address these contexts as it defines its role and policies. The professional staff at the Sheekey Writing Center at La Salle University offers help on grammar, mechanics, sentence structure (but not on the ideas expressed) in take-home test assignments only after the teacher agrees. A panic-stricken student faced with a poem explication assignment proved a more difficult challenge. A combination of questions, modeling, mirroring, and hints enabled the student to break through his mental block. Tutors at the center inform students about the nature of plagiarism and the gravity of the offense. Even mundane policies should reflect a writing center's philosophy. Policies should be deliberate and purposeful and not the result of tradition or conformity to some abstract ideal. (RS)

ED 365 997   CS 214 177

Enz, Billie; Christie, James F.
Teacher Play Interaction Styles and Their Impact on Children's Oral Language and Literacy Play.
PUB DATE- Dec 93
NOTE- 37p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Classroom Communication; Classroom Research; Communication Research; *Dramatic Play; Oral Language; *Play; Preschool Children; Preschool Education; *Teacher Behavior; Teaching Styles
IDENTIFIERS- *Communication Styles; Emergent Literacy

A study investigated the styles teachers exhibit while interacting with children in literacy-enriched play settings, whether teachers switch between several different styles, and how different play interaction styles affect children's play behaviors. Subjects, seven 4-year-olds enrolled in a university laboratory preschool class, a lead teacher, two regular teachers, and a teacher assistant, were videotaped interacting on two occasions for a total of two hours of video per teacher. Composition of the play group was determined by the lead teacher to ensure that the group was diverse, cooperative, and cohesive. Teachers interacted with the children in their normal manner. Each teacher was also interviewed. Results indicated that (1) the "stage manager," "co-player," and "play leader" styles had a positive impact on children's oral language and the quality of their dramatizations; (2) with this particular group, the play leader style was the most effective for both dramatic and literacy play; (3) children did not sustain dramatic play when the teacher was uninvolved; and (4) when the teacher assumed the "director" role, the children's dramatic play became simple and repetitive. Findings suggest that teacher involvement can enhance children's pretend play, but that the teacher's play style is the critical variable. (Contains 3 figures of data and 16 references.) (RS)

ED 366 016   CS 508 422

Dwyer, Karen Kanga
Using the 4MAT System Learning Styles Model To Teach Persuasive Speaking in the Basic Speech Course.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; Higher Education; *Learning Strategies; *Persuasive Discourse; *Speech Communication; Undergraduate Students; Units of Study
IDENTIFIERS- *4MAT System

The 4MAT system (an eight-step cycle of instruction that combines four learning style types and students' preferences for right-brain or left-brain modes of learning) can guide instructors in planning teaching strategies to meet students' diverse learning needs. Each of the eight steps of the system emphasizes one of

DESCRIPTORS- *Debate; *Evaluation Criteria; Higher Education; *Judges; Public Speaking; *Student Evaluation; Undergraduate Students
IDENTIFIERS- Communication Context; *Debate Tournaments; *Judge Philosophy Statements

Noting that the skill of debate is essential in a free democratic society, this paper presents a rationale for the use of judging philosophy statements at all intercollegiate debate tournaments. The paper considers: the role of the debate critic; discussion of judging philosophy statements; and advantages to be gained through the use of philosophies. The paper then compares intercollegiate debate tournaments to athletic contests and discusses academic debating as an educational laboratory intended to promote effective communication. The paper concludes with a challenge to the debate community to provide a written judging philosophy at all tournaments. (Contains 29 references.) (Author/RS)

ED 366 036 CS 508 443

Schlesinger, Sarah; Garrett, Sherrye Dee
Celebrate Theatre!
PUB DATE- 93
NOTE- 46p.; Also sponsored by the League of American Theatres and Producers, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; *Cultural Activities; Elementary School Students; Enrichment Activities; Intermediate Grades; Lesson Plans; Middle Schools; Secondary Education; Secondary School Students; *Theater Arts
IDENTIFIERS- Broadway Plays; *Drama in Education; Middle School Students; Musicals; *Newspaper in Education Program; Theater History

Developed in celebration of the 100th anniversary of the Broadway theater, this guide provides activities that encourage middle, junior, and senior high school students to use newspapers to answer questions about 22 plays. Detailed lesson plans are included for three Broadway hits: "Cats," "Les Miserables," and "Jelly's Last Jam." Abridged lesson plans are provided for 19 other plays, including "Camelot," "Lost in Yonkers," "The Sisters Rosensweig," "Tommy," and "Guys and Dolls." The guide also offers background information about the theater-newspaper connection and the history of Broadway, as well as suggestions about how to use the guide and sections on theater jargon and bibliographic resources. (NKA)

ED 366 037 CS 508 444

Krivonos, Paul D.
Global Perspectives and the Organizational Communication Course.
PUB DATE- Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

longitudinal study of 16 elementary schools over an 8-year period. In part 3, three chapters present information on three special topics: the principals' roles in stable and changing schools; the interaction of teacher and school effects; and teacher socialization in effective and ineffective schools. Data showed that elementary schools can raise student achievement and that the improved achievement can persist over time. Context--such as school location, student background, and grade level--influences which improvement strategies are successful. Findings also demonstrated the importance of principals' leadership and the interaction between school and classroom effects. Finally, the local community can facilitate "natural improvement" in schools that were identified as ineffective. A total of 33 tables, references, and an index are included. The appendix contains a statistical analysis of the LSES-II data. (LMI)

ED 366 055 EA 025 549

Violence on Campuses. Hearing. Senate Task Force on School Violence, California Legislature (Los Angeles, California, April 30, 1993).
PUB DATE- 30 Apr 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Hearings; Law Enforcement; Public Schools; *School Security; State Government; *Victims of Crime; *Violence
IDENTIFIERS- *California

This report consists of a California State Senate Task Force on School Violence hearing on violence on school campuses. Opening statements were given by State Senator Teresa Hughes. Three mothers of slain youth, Mildred Hillard, Missy Zeitsoff, and Margaret Ensley, testified on violence on and off campus. Alexis Cushon and Carlos Galvan of the Youth & Family Center also spoke. George Butterfield, National School Safety Center, testified on identifying the problem of violence. Speaking on laws dealing with school violence and what is required of school districts to guarantee a safe school environment were Mary Weaver, State Department of Education; William Ybarra, Los Angeles County Office of Education; and Beverly Tucker, California Teachers Association. Testifying on the law enforcement jurisdiction and school police were the chiefs of police for the Los Angeles and the Hawthorne police departments, and Wes Mitchell and Buren Simmons, Los Angeles Unified School District. Janet Hedlund, Federation of Teachers, and Greg Messigian, United Teachers of Los Angeles, testified on violence in the classroom and its affect on teachers. Gayle Wilson Nathanson spoke on the Youth & Family Center, Inglewood Program. Closing comments by the Senate Task Force on School Violence are also included. (JPT)

ED 366 056 EA 025 552

Towards New Schemes of Secondary Education. Report of a Regional Meeting on the State-of-the-Art of Secondary Education. (Surat Thani, Thailand, August 19-26, 1991).
PUB DATE- 92
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

Environment; *Educational Innovation; Graduation; High School Equivalency Programs; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Nontraditional Education; School Schedules; Vocational Education
IDENTIFIERS- *SouthEastern Regional Vision for Education

This publication presents information on and strategies for re-engineering schools. Section 1, "School-wide Change," offers guidelines for changing school culture, using block scheduling, making classroom instruction more meaningful, and improving the transition from middle school to high school. Section 2, "Graduation Alternatives," discusses the characteristics of effective alternative programs for students at risk--including schools-within-schools and alternative schools--and strategies for helping students pass the GED exam. The third section, "Integrating Academic and Vocational Education," discusses eliminating the general diploma track, integrating academic and vocational education, providing students with work experiences related to their schools, and ensuring that all students receive adequate counseling as they make educational and career decisions. This document also offers profiles of several high schools in the southeastern United States that are successfully implementing re-engineering initiatives and provides shorter descriptions of other innovative efforts in the region. Appendices contain information on the dropout problem in the Southeast, two proposed schedules for the Copernican Plan, and samples of a parental and a student agreement form. Resources and references are also provided. (LMI)

ED 366 077 EA 025 578

Missouri School Improvement Program: Missouri's Investment in the Future. Standards and Indicators Manual (1993-1994 School Year).
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Public Schools; *School Districts; State Government; *State Programs
IDENTIFIERS- *Indicators; *Missouri

This report contains standards of the Missouri School Improvement Program that outline the state's vision and expectations for quality schools. The expectations are nonprescriptive to allow each school district the flexibility and responsibility to provide quality education. The standards are presented in three sections: resource standards, process standards, and performance standards. Resource standards concern the basic quantitative requirements that all districts must meet. Some standards are required at the same level for all districts; others can be adjusted for the situation. Process standards concern qualitative dimensions of schooling, including curriculum, instruction, instructional climate, learning resources, guidance and counseling, professional development, special programs, governance and administration, facilities, and safety and support services. Process standards are assessed through onsite review. Performance standards include three areas--student achievement, educational persistence, and student followup--that are applied to all schools. Information on these standards is collected annually and analyzed as a part of the ongoing monitoring of school district quality. (JPT)

ED 366 078 EA 025 580

turf battles and finger pointing, defining and measuring community goals, taking inventory, conducting needs assessment, acting now, communicating, reporting progress, raising expectations, and forming a state-community partnership. The second section offers brief descriptions of the following community-action partnerships: Boulder Valley 2000 (Colorado); Murray 2000 (Utah); Choctaw 2000 (Mississippi); Metro Richmond 2000 (Virginia); Nevada 2000; and Fredericksburg 2000 (Texas). The last section contains an introductory letter to Edmonds 2000 (Washington), a list of contact sources, tips on planning a community meeting and suggestions for utilizing the basics of communications and publicity (from Minnesota 2000), and the National Education Goals and 21 objectives. (LMI)

ED 366 098 EA 025 602

Framework for Education in the Middle School Grades in Virginia.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Dropout Prevention; *Educational Environment; Educational Technology; Instructional Improvement; Junior High Schools; Junior High School Students; *Middle Schools; Organizational Climate; Preadolescents; *School Organization; Staff Development; *State Standards; Student Needs
IDENTIFIERS- Middle School Students; *Virginia

This publication replaces the "Guidelines for Middle Schools in Virginia," which were published in 1978-79. The document describes desirable educational practices for early adolescents. It applies to grades 6, 7, and 8 in all Virginia schools, and contains 22 specific recommendations for implementation. Sections describe the recommendations, which set standards for the following areas: (1) students' educational and developmental needs; (2) school organization and structure; (3) connections among culture, society, community, business, and industry; (4) achievement, success, and recognition; (5) specialists, departments, and teams; (6) knowledge and skills across the disciplines; (7) the expanded core curriculum; (8) curriculum electives, student activities, and service; (9) learning rates, styles, types, and levels; (10) instructional grouping and tracking; (11) remediation; (12) scheduling; (13) special education; (14) gifted education; (15) student services--advising, guidance, and counseling; (16) library media services; advising, guidance, and counseling; (16) library media services; (17) articulation and transitions; (18) staffing and staff development; (19) computers and technology; (20) career education and college preparation; (21) students' health and fitness; and (22) dropout prevention. References are included. (LMI)

ED 366 099 EA 025 604

Summary of New Legislation Affecting Education, 1993.
PUB DATE- Jan 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cultural Education; Educational Finance; *Educational Legislation; Elementary Secondary Education; Higher Education; Local Government; Personnel Policy; State

The 1992 annual report provides an overview of activities undertaken by offices of the New York State Education Department to promote accessibility for people with disabilities to Department programs and services available to the public at large. It also summarizes accomplishments resulting from the collaboration of various Department offices through the Intra-Agency Council. Major accomplishments included training over 500 Department supervisors on working with employees with disabilities and development of a Volunteer Internship Program, which provides people with severe disabilities with work experience in the Department's Office of Cultural Education. The first section, an overview, provides background information on the Intra-Agency Council and development and implementation of the Department Plan. Section 2 summarizes intra-office collaborative activities. Section 3 reviews the accomplishments that resulted from Department Plan implementation and the emerging issues to be addressed in next year's plans. The final section is on Council activities and summarizes issues addressed by the Council, Council accomplishments, results of the "Survey of Department Services to Employees with Disabilities," Council activities in response to the survey, and emerging issues. An attachment lists Intra-Agency Council members. (DB)

ED 366 119 EC 302 712

Bolton, Brian; Brookings, Jeffrey
Work Temperament Inventory and Manual.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 93
NOTE- 55p.; WTI Computer Report by Jeanne Neath and Brian Bolton.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Career Choice; Computer Assisted Testing; *Personality Traits; Profiles; Psychological Characteristics; *Rating Scales; Secondary Education; *Self Evaluation (Individuals); Test Construction; Test Validity; *Vocational Evaluation; *Vocational Interests; Vocational Rehabilitation
IDENTIFIERS- *Work Temperament Inventory

This manual is a guide to the Work Temperament Inventory (WTI), a self-report measure of 12 work temperaments that were originally identified and defined by the U.S. Department of Labor. The WTI consists of 134 items requiring a simple "like" or "dislike" response and a reading level of seventh grade. It can be completed in 15 to 20 minutes using a consumable booklet or direct input to the WTI Computer Report. The validity of the WTI is supported by the original developmental analysis, the factor analytic structure of the 12 temperaments, convergent and divergent relationships with measured occupational interests, and the differential temperamental requirements of 91 worker trait groups. The WTI Computer Report generates a normative profile on the 12 work temperament scales and then lists up to 12 worker trait groups for which the respondent is temperamentally suited. Extensive appendices include instructions for using the WTI Report, a description of the WTI computer program, worker trait group codes, sample descriptions of worker trait groups, critical temperaments for worker trait groups, WTI scale descriptions with examples, the WTI scoring key, WTI norm translations, demographic characteristics of the

*Mainstreaming; Normalization (Disabilities); *Professional Development; *Social Integration; Staff Development; *Team Training; *Teamwork
IDENTIFIERS- *Inclusive Schools

For inclusion of students with disabilities to work successfully in schools, a sense of community among faculty and students, a shared mission, and the ability to successfully collaborate with others are essential. Activities to promote collegial relationships among faculty should be a part of each inclusion team's plan for implementing inclusion at a particular school site. Group building activities can help faculty members become better acquainted with each other, nurture respect for personal differences, build awareness of professional strengths of team members, provide an opportunity to practice skills needed to work together, and provide opportunities for team members to share what has been going well. Essential components of group building activities, which are similar to cooperative learning activities, include: working in heterogeneous groups, promoting positive interdependence, providing success, rewarding the group for success, and encouraging individual accountability. To generate a classroom climate conducive to acceptance of individual differences and cooperation, group building activities involving students are also needed in classrooms where inclusion will take place. Two sample group building activities are described. (JDD)

ED 366 139 EC 302 733

Christina, Barbara
Reducing the Inappropriate Referrals of Language Minority Youngsters to Special Education Settings through Teacher Training.
PUB DATE- 93
NOTE- 238p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; English (Second Language); Hispanic Americans; *Inservice Teacher Education; Language Impairments; *Limited English Speaking; Parent Participation; *Prereferral Intervention; Program Development; Program Implementation; Referral; Secondary School Students; *Spanish Speaking; Special Education
IDENTIFIERS- *Language Minorities

This practicum involved the design and implementation of inservice training sessions for educators, to reduce the incidence of limited English proficient (LEP) pupils being inappropriately referred for possible special education placement. The inservice sessions covered the difference between a linguistic diversity and a handicap, prereferral strategies, and training in the Spanish language in order to help Hispanic children and families feel more comfortable in the school and community. Hispanic parent seminars were developed to increase parent advocacy for their children's programs. A booklet on prereferral strategies was also written and disseminated. The booklet describes the LEP student in the mainstream classroom; the role of the English-as-a-Second-Language teacher; the assessment of LEP students; and the roles of parents, administrators, and interpreters. Appendices contain copies of survey forms and questionnaires, a copy of the booklet on prereferral strategies, and practicum evaluation data. (Contains approximately 60 references.) (Author/JDD)

(070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Early Reading; Elementary School Students; *Gifted; Literacy; Parent Role; *Prereading Experience; Preschool Children; Preschool Education; Primary Education; Reading Readiness; Reading Skills; Reading Tests; Story Reading; Toddlers; Writing Instruction; Writing Skills; Young Children

This report provides research-based answers to questions about literacy development from infancy to age 6, with emphasis on the development of these skills in precocious readers. The question-answer format considers the importance of reading with young children, other activities to help young children learn to read, normal development of reading and writing skills, the precocious reader, and testing a preschooler's reading ability. Conclusions are organized into recommendations for parents and recommendations for teachers and administrators. An executive summary stresses seven conclusions: (1) children acquire important literacy knowledge and behaviors during the preschool years; (2) effective story reading is interactive and responsive to the child; (3) in early reading development, the child's developing knowledge of language is most important while in later reading development, his/her knowledge of the world and expressive skills becomes more critical; (4) early writing skills may develop in parallel with or out-of-step with reading skills; (5) learning letter names and sounds is an important part of early literacy development; (6) reading failure can be prevented by the early identification of reading difficulties followed by appropriate instruction; and (7) precocious reading is an example of giftedness. (Contains 31 references.) (DB)

ED 366 158 EC 302 761

Fetterman, David M.
Evaluate Yourself. Evaluation: Research-Based Decision Making Series, Number 9304.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Gifted; Models; *Program Evaluation; *Self Evaluation (Groups); Special Education; Summative Evaluation; *Talent
IDENTIFIERS- *External Evaluation

This document considers both self-examination and external evaluation of gifted and talented education programs. Principles of the self-examination process are offered, noting similarities to external evaluation models. Principles of self-evaluation efforts include the importance of maintaining a nonjudgmental orientation, soliciting views from the insider's perspective, and triangulating data. The most important techniques in self-evaluation are observation, interviewing, and participation. While self-evaluation maintains an

Program Implementation; Records (Forms); *Resource Centers; Teaching Methods; Theory Practice Relationship; Workshops
IDENTIFIERS- *Mid Atlantic Multifunctional Resource Center

This report describes major activities of the Mid-Atlantic Multifunctional Resource Center (MRC) during 1992-1993. Chapter 1 includes a state by state description of the service area (Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia). A description of the MRC and staff and other resources used to facilitate the implementation of the service delivery plan is also provided. Chapter 2 describes major accomplishments and the progress made in collecting and sharing information with other MRCs in the area of developmental bilingual education programs. The following environmental issues are discussed in chapter 3: the effects of budget cuts on funding, increasing diversity of ethnic and language groups creating a shift from urban communities to rural areas, and increased interest in national goals and standards. Appended are a Summary report of Training and Technical Assistance, the program for a regional workshop, the program from a superintendents' workshop, an MRC evaluation form and service feedback form, and an impact of MRC services form. (JP)

ED 366 176 FL 021 651

Bibliographie Moderner Fremdsprachenunterricht (Bibliography of Modern Language Instruction) 1992.
PUB DATE- 92
NOTE- 498p.
LANGUAGE- German
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Classroom Techniques; *Information Sources; *Language Research; *Linguistic Theory; Scholarly Journals; Second Language Instruction; *Second Language Learning; Teaching Methods

These four issues of the bibliography, entirely in German, contain 860 citations of journal articles, books, monographs, and reports of research on all aspects of second language teaching and learning. Many of the works cited are in English, French, and Spanish. An introductory section describes the citation format and contains lists of journals, publishers, institutions, and organizations commonly cited as sources. An alphabetical listing of works, by author, follows. Each listing contains basic bibliographic information. The section that follows provides annotations, cross-referenced to the alphabetical listing. Author and subject indexes are appended. (MSE)

ED 366 177 FL 021 717

Donaldson, Judy P.
Transcultural Education Model. A Guide for Developing Transitional ESL/LEP and Bilingual Programs Kindergarten through Adult Education.
PUB DATE- 87
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language);

Kennedy, Graeme D.
Collocations: Where Grammar and Vocabulary Teaching Meet.
PUB DATE- 90
NOTE- 17p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computational Linguistics; Foreign Countries; *Grammar; *Language Patterns; *Language Processing; Language Research; Second Language Instruction; *Second Language Learning; *Vocabulary Development; Word Frequency
IDENTIFIERS- *Collocations

Traditionally, the study of language patterns has been viewed primarily in terms of rules of grammar and discourse and of vocabulary choice. Researchers are now exploring the nature of collocations, or patterns of word sequence or co-occurrence in discourse. Most of the attention has been focused on colorful collocations, not on more ordinary usage. Computer analysis of large corpora now make description of patterns possible. An analysis of the use of four English prepositions ("at, from, between, through") in collocation in one large corpus of British English illustrates the potential of this area of study. Results of the analysis indicate that the prepositions have distinctive patterns of co-occurrence with different form classes (e.g., nouns vs. verbs), and can not be viewed or taught as relatively interchangeable grammatical items. Some problems in interpreting and using collocation analyses persist, such as judgments about significance of word sequences as collocations, and the number of words that can occur between elements of the collocation. However, study of collocations may have implications for theories of language learning, theories and models of language processing, content of language instruction, and pedagogical practice. (MSE)

ED 366 197 FL 021 755

Gaudart, Hyacinth
Using Drama Techniques in Language Teaching.
PUB DATE- 90
NOTE- 22p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Dramatics; *English (Second Language); Foreign Countries; *Games; Higher Education; Instructional Effectiveness; Language Skills; *Pantomime; *Role Playing; Secondary Education; Second Language Instruction; *Simulation; Skill Development
IDENTIFIERS- Malaysia

A study investigated the use of drama activities in English-as-a-Second-Language (ESL) instruction in Malaysia. Instruction occurred over an extended period of time and involved over 300 teachers, with a wide range of training and experience, in secondary and higher education institutions. Students were low-level, intermediate, or advanced learners in rural, urban, or tertiary schools. Class size ranged from 10 to 51 students. Types of drama activities used were language games (including improvisation), pantomime, role playing, and simulations. They emphasized listening and speaking skills. In general, it was needed for their studies or for their work in lower socioeconomic sectors of the local community. English, perceived as a language traditionally representing authority, is increasingly seen now as an authoritarian imposition, particularly when the ESL teacher is an expatriate. This situation is seen as detrimental to student motivation, and greater student choice is urged. (MSE)

ED 366 218 FL 021 836

Aweiss, Salem
The Effects of Computer-Mediated Reading Supports on the Reading Comprehension and the Reading Behavior of Beginning American Readers of Arabic as a Foreign Language (AFL).
PUB DATE- Nov 93
NOTE- 39p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Antonio, TX, November 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Arabic; Classroom Techniques; Comparative Analysis; *Computer Assisted Instruction; Grammar; Higher Education; Instructional Effectiveness; Introductory Courses; Reading Comprehension; *Reading Instruction; Second Language Instruction; *Second Language Learning; Uncommonly Taught Languages; Verbs; *Vocabulary Development

A study investigated the relative effectiveness of three kinds of computer-mediated support for developing reading comprehension among learners of Arabic as a Foreign Language (AFL). Subjects were 24 first-year students of AFL at the college level. The students were given computer-assisted reading instruction at four levels of treatment: control (use of text only); access to a glossary; access to conjugations of selected verbs in the text; and access to background information about the text. Treatments were combined in a Greco-Roman square research design. Post-treatment reading comprehension was measured by an immediate recall protocol. Results suggest that of the three-computer-mediated reading supports used, the glossary was the primary contributor to enhancement of comprehension. Further research is recommended to address different populations, different languages and language skill levels, text length, text type, degree of student control over computer supports, and transfer of learning. (MSE)

ED 366 219 FL 021 838

Verhoeven, Ludo, Ed.; de Jong, John H. A. L., Ed.
The Construct of Language Proficiency.
PUB DATE- 92
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Bilingualism; Communicative Competence (Languages); Discourse Analysis; Foreign Countries; *Grammar; *Language Acquisition; Language Maintenance; *Language Proficiency; Language Research; Learning Disabilities; Linguistic Theory; *Multilingualism; Reading Comprehension; Reading Difficulties; Reading Skills; *Second Languages; Self Evaluation (Individuals); Speech Habits; Speech Skills; Spelling; Testing Programs; Vocabulary Development; Writing Evaluation

of music in American higher education from early developments in the Colonial period through a vision for the future. Chapter III considers the role of music administrators including their leadership roles, professionalism, demographics, departmental administrative tasks, powers as department chairs, styles of management, and related issues. Chapter IV addresses department faculty and explores environment, professionalism, hiring and retention, part-time positions, evaluation (extensive suggestions are offered for evaluation criteria and formats), and retirement. Chapter V looks at students of music and covers, first, recruitment and retention and, second, the pervasiveness and effects of competition in society at large and music in particular. Chapter VI addresses planning including tactical planning, long-range planning, strategic planning, and a discussion of quality and quantity. (Contains 300 references.) (JB)

ED 366 238 HE 027 079

Financial Report of Ontario Universities, 1992-93, Volume I-Universities.
PUB DATE- Dec 93
NOTE- 308p.; For Volume 2, see HE 027 080.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Data Analysis; Data Collection; Educational Finance; Expenditures; Financial Support; Foreign Countries; Grants; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; *School Funds; *State Aid; State Government; Tables (Data); *Universities
IDENTIFIERS- *Ontario

This report provides 1992-93 financial information on 21 degree granting universities and related institutions which receive grants from the provincial government of Ontario, Canada. The report first explains the general guidelines and reporting requirements used in compiling the information; the principles of fund accounting involved; and the definitions of the types of funds, revenue sources, operating expenses and the various objects of expense. Tables of data are then presented involving summary information for all institutions which cover: (1) combined revenues and expenses and changes in fund balances; (2) revenues and additions by source and type of fund; (3) expenses (all expendable funds) by object and type of fund; (4) actual operating expenses by object and functional area; (5) general funds changes in appropriated fund balances; and (6) enrollment and basic income units in 1992-93. Other tables present percentage analyses of the reported revenues and expenses. Finally, financial data for the following individual schools are provided: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University College, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (JB)

ED 366 239 HE 027 080

Leadership Team).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Guidance; Coordination; Educational Cooperation; *Employed Women; Employment Opportunities; *Job Training; *Linking Agents; *Nontraditional Occupations; Prevocational Education; *Program Implementation; Referral; Technical Assistance; *Vocational Education; Workshops
IDENTIFIERS- *Job Training Partnership Act 1982; Nontraditional Employment Training Project; Wisconsin (Milwaukee)

This combination project report/resource guide describes the Milwaukee Nontraditional Employment Training (NET) Project, launched in 1991 to improve access to nontraditional training (NTT) and well-paid jobs for women through the Job Training Partnership Act (JTPA) system. Milwaukee NET has helped JTPA administrators and program providers make the systematic changes necessary to increase the number of women trained, placed, and retained in the targeted nontraditional occupations (NTOs) of computerized machine tooling, printing, welding, and plumbing in Milwaukee. The project's four-tiered feeder program, detailed in this report, provides: a 3-hour NTO career information workshop, a 40-hour orientation to NTOs, an 88-hour survival skills workshop, referral of women to JTPA-funded job-specific NTT, ongoing support and retention services, and training and technical assistance to employers and unions. The document contains three sections. Section 1 outlines the Milwaukee NET project accomplishments to date and includes the first- and second-year workplans. Discussed in Section 2 are various NET project methods/activities, including contracting methods used by Milwaukee's Private Industry Council to establish NTT and sessions to train service providers, employers, and unions to integrate and retain women in NTOs. Section 3 includes various NET project charts, schedules, agreements, position descriptions, project flyers and brochures, and funding applications. (MN)

ED 365 780 CE 065 356

Project TIP. Tyson Improvement Program. A Model National Workplace Literacy Project. Executive Summary Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 30p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Computer Assisted Instruction; *Corporate Education; *Demonstration Programs; *Literacy Education; Mathematics Skills; National Programs; *Numeracy; Outcomes of Education; Partnerships in Education; Pretests Posttests; Program Development; Program Effectiveness; Reading Skills; Skill Development
IDENTIFIERS- *Tyson Foods; *Workplace Literacy

Project TIP (Tyson Improvement Program) was undertaken in 1992 to provide basic and job-specific skills training to current employees of Tyson Foods. The workplace literacy program, which was jointly developed by staff from Wallace State College in Hanceville, Alabama, and Tyson Foods, was designed to be

PUB DATE- Jan 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cooperative Education; Educational Practices; Educational Strategies; *Education Work Relationship; High Schools; *Instructional Development; Instructor Coordinators; *Outcomes of Education; Partnerships in Education; Postsecondary Education; Program Costs; School Business Relationship; Student Characteristics; Teacher Education; *Transitional Programs

Despite the proven record of cooperative education (CE) in high school vocational programs and professional college-level programs, several barriers must be overcome before CE can be spread in its current form or used as a model for enlarged school-to-work transition efforts. Among the barriers identified are the following: the diminished status of high school CE because of its links to vocational education, which is perceived as a dumping ground for low-achieving students; the high cost of CE because of the large amounts of time teacher/coordinators must spend marketing cooperative programs and screening, placing, and monitoring students; the gradual disappearance of preservice courses to train CE teacher/coordinators; and difficulties in gaining employer support for either CE or apprenticeship programs. Cooperative education has been demonstrated to produce measurable benefits in the following areas: social development, school persistence, and economic outcomes. The insights of several studies suggest features of successful CE programs: high quality placements, teacher/coordinators with appropriate occupational experience, close supervision at the worksite, strong links between job training and related instruction, frequent and specific informal and formal evaluations of students' progress, parent/guardian involvement, and strong administrative support. (Contains 23 references.) (MN)

ED 365 799 CE 065 404

Stasz, Cathleen
Classrooms that Work: Teaching and Learning Generic Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 5p.; Based on ED 356 380.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Basic Skills; *Classroom Design; *Classroom Techniques; *Educational Environment; *Educational Objectives; High Schools; Interpersonal Competence; Student Attitudes; Student Motivation; Success; Thinking Skills; Transfer of Training; *Vocational Education; Work Attitudes

Eight vocational and academic classes taught by four different teachers at three comprehensive high schools were studied to identify classroom practices that facilitate teaching and learning generic skills. The teachers studied had a mix of instructional goals for students, including subject matter knowledge and skills, complex reasoning skills and problem-solving strategies, work-related attitudes, and cooperative or group skills. The following design features proved essential to successful classrooms: situated learning (task or activity being studied/taught), culture of expert practice (participants in the environment and how they handle tasks), motivation, and

State vocational education subunits or departments controlled most 8 percent funding in 5 of 12 cases, public secondary education in 3 cases, and employment and training interests in 4. Sample states relied on four methods to distribute their 80 percent service monies: Request for Proposals, allocation by needs-based formulas, sole-source contracting, and a mix. Largely at their own discretion, 8 percent agencies used 20 percent funds designated for support of coordination activities primarily for administrative purposes and technical assistance. Four sample states had not targeted a specific population beyond the terms of JTPA, leaving the responsibility for selection of special-needs groups with local areas. Three-fourths of sample states identified youth education services as a major focus of 8 percent programming. Problems were the amount of time and overcoming CETA mindsets. (A final section contains state profiles highlighting 8 percent policy and programming in each survey state.) (YLB)

ED 365 818   CE 065 445

Kerka, Sandra
Self-Directed Learning. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; *Andragogy; Educational Theories; *Independent Study; Learning Motivation; *Learning Strategies; Learning Theories; Misconceptions; *Self Determination

In addition to the cult mystique that the notion of self-directed learning (SDL) has attained, controversy has arisen over its definition, its proper environment, and other issues. Consequently, a number of issues have arisen. The first is that adults are naturally self-directed. The reality is that adults' reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from other adults and from children in degree: some people are or are not self-directed learners; some people are or are not in different situations. The second myth is that self-direction is an all-or-nothing concept. Again, instead of the extremes of learner-versus other-direction, it is apparent a continuum exists. Adults have varying degrees of willingness or ability to assume personal responsibility for learning. Elements of the continuum may include the degree of choice over goals, objectives, type of participation, content, method, and assessment. The third myth is that self-directed learning means learning in isolation. The essential dimension of SDL may be psychological control, which a learner can exert in solitary, informal, or traditional settings. In other words, solitude is not a necessary condition. Educators seeking to develop the capacity for self-direction in learners will need to consider a number of dimensions: an expanded definition of SDL, SDL as characterized by factors along a continuum, and SDL as involving an internal change in consciousness. (Contains 14 references.) (YLB)

ED 365 819   CE 065 446

Imel, Susan

include the following: developing a strategic plan; strengthening the capability of extension faculty; resolving to improve service to agriculture and address the high-tech commercial agriculture issue; establishing a process to create centers/networks of excellence that can be accessed nationwide; improving the knowledge base and cooperation among directors/administrators; developing models for gaining access to the total resources of the university for outreach; and continuing system emphasis on diversity. Critical issues for cooperative extension's adult educators are redirection of land-grant institutions to be most responsive to the changing needs of agriculture and society; reconstitution of a broad base of public support; and examination of the validity of the cooperative extension system model. (Contains 14 references.) (YLB)

ED 365 836   CE 065 476

Introducing General National Vocational Qualifications.
PUB DATE- Nov 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Certificates; *Educational Change; Educational Planning; Foreign Countries; Integrated Curriculum; National Programs; Postsecondary Education; Secondary Education; *Standards; *Student Certification; *Vocational Education
IDENTIFIERS- Great Britain; *National Vocational Qualifications (England)

Britain's General National Vocational Qualifications (GNVQs) represent a new qualification that offers students a broadly based preparation for employment as well as an accepted route to further and higher education. They are of equal standing with academic qualifications at the same level and are designed to fit between and to complement the academic track and National Vocational Qualifications (NVQs). GNVQ content for each vocational sector is developed by an awarding body nominated by the National Council for Vocational Qualifications (NCVQ). The NCVQ accredits the GNVQ when development work is complete; the GNVQ can then be awarded by any of the three accredited awarding bodies. GNVQs, like NVQs, are made up of units that contain a number of elements, performance criteria, and other assessment information. Three types of unit make up the qualification and must be achieved for a student to obtain a GNVQ: mandatory vocational, optional vocational, and core skill units. Although designed specifically for students aged 16-19, GNVQs are available to all individuals over age 16. The GNVQ assessment system is designed so that most assessment is carried out during the course of the student's learning program. Evidence of achievement is collected by a variety of methods and gathered into a portfolio. Grading of GNVQs is based upon centrally determined grading themes, concerned with the generic process skills of planning, information seeking and handling, and evaluation. (YLB)

ED 365 837   CE 065 477

Learners' Needs in College-Based Guidance.
PUB DATE- Dec 93
NOTE- 8p.
LANGUAGE- English

from two perspectives: the determination of roles for volunteer staff within the organization and the development of a systematic staff selection process. Chapter 4 describes how volunteer administrators can develop a climate that motivates both new and experienced volunteers. Chapter 5 focuses on recruitment as a marketing challenge and encourages a planned effort to recruit volunteers from diverse racial and cultural backgrounds. Chapter 6 examines the why, when, what, how, and who of a comprehensive volunteer development program. Chapter 7 gives an overview of the attitudes and skills required of supervisors of volunteers to increase volunteer retention and performance. Chapter 8 shows how to evaluate the process, results, and impact of volunteer programs and suggests ways of developing evaluation plans to meet particular needs. Chapter 9 discusses the emergence of the profession and provides an overview of the philosophical and ethical foundations of the field of volunteer administration. Appendixes include copies of AVA's "Professional Ethics in Volunteer Services Administration, "the AVA Certification Program in Volunteer Administration: Functional Areas and Competency Statements, 121 references, and an index. (YLB)

ED 365 855   CE 065 503

Van Wart, Montgomery; And Others
Handbook of Training and Development for the Public Sector: A Comprehensive Resource. First Edition.
PUB DATE- 93
NOTE- 334p.; Jossey-Bass Public Administration Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Learning; Competence; Curriculum Development; Educational Needs; Educational Trends; *Inservice Education; *Labor Force Development; Needs Assessment; *Program Design; *Program Evaluation; Public Agencies; *Public Sector; Retraining; Supervisory Training; *Training Methods; Training Objectives

This handbook is intended to assist trainers, design specialists, training managers, technical trainers, and other members of the public sector who conduct training on an occasional basis. The following topics are covered: understanding human resource development (HRD) and its role in the public sector--expanding the scope and significance of HRD in the public sector, varieties of training and development (T&D), and organizational systems for HRD in government agencies; designing effective T&D programs (analyzing training needs, gaining organizational support for T&D programs, designing T&D programs, and developing effective curricula and lesson plans); selecting instructional methods (research and theory on adult learning, lecture and discussion methods, printed materials and practice and feedback techniques, and behavior shaping and technology-based methods); and conducting and evaluating programs (conducting training programs, evaluating training programs, and major trends in public sector training). Appended are the following: excerpts from a report on the role of schools in public affairs and administration in midcareer and executive education; lists of 15 categories of training and the important competencies of executives, managers, and supervisors as identified by the Office of Personnel Management; and an overview of the Federal Executive Institute program. Lists of to be used, the materials and equipment needed, a space to note time started and time finished, and the competency examination, which consists of tasks to perform. The instructor's manual includes the same materials as the student manual, with specific instructions to the examiner and a competency examination rating sheet. The 20 examinations cover the following material: (1) demonstrating basic microcomputer maintenance; (2) demonstrating intermediate microcomputing maintenance; (3) demonstrating the beginning features of the microcomputer operating system; (4) identifying computer viruses and recovering the system; (5) installing application software in a microcomputer; (6) developing a file-oriented structured computer program; (7) working with files in the Windows environment; (8) preparing a document using text processing; (9) preparing and printing a business resume; (10) preparing a spreadsheet document; (11) integrating word processing and spreadsheet documents; (12) creating macros for an electronic spreadsheet; (13) manipulating in a database; (14) printing and saving documents from a joined file using a database; (15) navigating and customizing in the Windows environment; (16) creating and formatting a document using Pagemaker; (17) demonstrating the advanced features of Pagemaker; (18) programming in a structured computer language; (19) writing batch files that demonstrate the advanced features of the DOS microcomputer operating system; and (20) creating login scripts for the Novell netware. (KC)

ED 365 874 CE 065 631

Davis, Harley; Denison, John
Competency Exams for Drafting-Related Occupations. Student and Instructor Manuals.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- Jun 93
NOTE- 180p.; For related documents, see CE 065 629-633.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Computer Assisted Design; Computer Software; *Drafting; *Performance Tests; Postsecondary Education; *Test Items; Test Manuals; Work Sample Tests

This document contains 20 competency-based examinations with student and instructor manuals for drafting-related occupations. For each of the examinations, the student manual contains the following: the competency, the performance objective, directions, the facility to be used, the materials needed, a space to note time started and time finished, and the competency examination, which consists of tasks to perform. The instructor's manual includes the same materials as the student manual, with specific instructions to the examiner and a competency examination rating sheet. The 20 examinations cover the following material: (1) performing disk operating systems commands that are common to AutoCAD (computer-assisted design); (2) using the line modes in the AutoCAD drawing editor; (3) using the OSNAP feature of AutoCAD in producing a drawing file; (4) revision of an AutoCAD drawing file; (5) modifying an AutoCAD drawing file; (6) creating a prototype drawing for AutoCAD; (7) creating notes and specifications in AutoCAD; (8)

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Students; Ethics; Higher Education; *Moral Development; *Student Attitudes; Student Development; Student Personnel Services; *Values

This document presents articles from the 1993 Institute on College Student Values, an annual seminar sponsored by the Florida State University Division of Student Affairs to provide a forum for discussion of research, educational strategies, and current developments related to the ethical development of students during the college years. The 1993 Institute examined ethical development issues in students' learning and growth during the college years with a special focus on creating community on campus. Included are articles from four major speakers: (1) "The Undergraduate Experience: In Search of Values" (Ernest Boyer); (2) "Learning From Simon's Rock" (Helen Horowitz); (3) "Promoting Social Responsibility: A Challenge for Higher Education" (Alexander Astin); and (4) "Who Is There Big Enough To Love the Whole Planet?" (William Sloane Coffin). Also included are abstracts from concurrent sessions on creating community on the college campus; student service and the struggle for a public voice; social corrections, mutual respect and valued concepts of right and wrong; the value of the academy; unnatural acts in the world; creating a democratic community in an undergraduate residence hall; academic integrity among college students; empowerment of students against racism; developing values through communication; social responsibility; caring as an emerging value in the classroom-as-community; integrating values education into an elective program; religious tradition and ethical development; and multicultural community building. The Institute program agenda is included. (NB)

ED 365 895   CG 025 157

Gonzalez, Gerardo M.
We've Come a Long Way Baby: Issues and Progress in National Collegiate Alcohol Awareness Week.
PUB DATE- 29 Sep 93
NOTE- 12p.; Paper presented at the Anniversary Celebration for National Collegiate Alcohol Awareness Week (10th, College Park, MD, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; *College Students; Drinking; Higher Education; *Student Problems
IDENTIFIERS- *National Collegiate Alcohol Awareness Week

The initial planning of the first National Collegiate Alcohol Awareness Week is described, the formation of an official student group (BACCHUS) to confront the problem of alcohol abuse is noted, and the history of BACCHUS and of National Collegiate Alcohol Awareness Week is tracked. The controversy over the involvement of the alcoholic beverage industry in alcohol education is discussed and the challenges of evaluating the effectiveness of alcohol education efforts are considered. Trends in how colleges and universities have dealt with the issue of alcohol abuse over the past 10 years are reviewed. The document concludes by pondering whether BACCHUS and National Collegiate Alcohol Awareness Week have made a positive contribution to the social and cultural changes that occurred on campuses with regard to drinking, whether industry support has played a role in the prevention of alcohol abuse, and whether the social and cultural changes that have taken place parent families, latchkey children, and drug abuse. The report defines excellence in education and identifies 50 barriers to excellence in the categories of family barriers, student/personal barriers, school-related barriers, community barriers, and policy/legislative and funding barriers. A section on recommendations focuses on both strategies for promoting excellence as articulated in the definition of excellence and strategies for overcoming the 50 identified barriers. The methodology of the NASW study and a list of the 50 barriers are appended. (NB)

ED 365 916   CG 025 180

Garnets, O. N.; And Others
Psychological Aid to the Children Who Suffered from the Chernobyl Catastrophe.
PUB DATE- Mar 94
NOTE- 6p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accidents; Adolescents; Child Development; Children; Chronic Illness; Death; Diseases; Foreign Countries; *Nuclear Power Plants; *Psychological Characteristics; *Radiation Effects; *Stress Variables; Terminal Illness
IDENTIFIERS- *Chernobyl Disaster; *USSR

This document considers the problems faced by the children and adolescents who were affected by the 1986 accident at the Chernobyl nuclear power plant in the Ukraine. It discusses problems with psycho-physical, social, and spiritual development. It is noted that the Chernobyl children do not form a homogeneous population, but can be divided into at least nine groups: (1) former residents within the 30-kilometer zone who were forced to evacuate their homes because of radiation; (2) residents outside the 30-kilometer zone who were forced to evacuate because of contamination; (3) residents of sites who will be evacuated when suitable locations are available; (4) residents of areas undergoing permanent radiation monitoring; (5) residents in nearby "safe regions"; (6) children born after Chernobyl to parents who participated in clean-up; (7) children born to persons who had been classified in categories one through five; (8) children from other parts of the Ukraine who consumed contaminated food; and (9) children born in 1986, the year of the Chernobyl accident who suffered from radiation. Research needs are considered and a number of obstacles to the healthy development of these children are enumerated. Other aspects of dealing with the social-psychological consequences of the Chernobyl catastrophe are considered and the responsibilities of rehabilitation centers that will be established by the Ukraine Psychological Research Institute are outlined. (NB)

ED 365 917   CG 025 181

Flinn, Susan; And Others
Adolescent Abortion and Mandated Parental Involvement: The Impact of Back Alley Laws on Young Women.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

reading and letter/sound association; one school was acceptable in reading; two had unacceptable responses in all areas; and two schools were disregarded because only one teacher from each responded. Findings suggest that many kindergarten teachers' practices in reading and writing match Clay's recommendations. Further research is called for. (Contains 16 references.) (RS)

ED 365 935 CS 011 526

Searfoss, Lyndon W.; Readence, John E.
Helping Children Learn To Read. Third Edition.
PUB DATE- 94
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Decoding (Reading); Disabilities; Elementary Education; *Reading Comprehension; *Reading Instruction; Second Language Learning; Student Centered Curriculum; Student Evaluation; *Study Skills; Teacher Education; Writing Across the Curriculum
IDENTIFIERS- Emergent Literacy

Placing reading instruction in a child-centered, language-rich environment, this book provides preservice elementary teachers at the undergraduate and introductory graduate level with a detailed understanding of how to implement a developmental reading program. The book discusses the role of basal readers, and also discusses teaching reading without commercial materials through an integrated language arts approach. Each chapter in the third edition of the book presents study aids before, during, and after the core material, as well as summaries of key concepts in a form that can be used in communication with parents, and lists of additional readings and practical teaching references. Chapters in the book are: (1) Foundation of a Classroom Reading Program; (2) Creating a Classroom Language Environment; (3) Learning to Read; (4) Instruction Using the Basal Reader; (5) Language-Centered and Child-Centered Reading Instruction; (6) Decoding Development; (7) Developing Meaning Vocabulary; (8) Comprehension and Content-Area Reading; (9) Studying for Independent Learning; (10) Assessing Reading Abilities; (11) Writing across the Curriculum; (12) Working with Second-Language Learners; and (13) Teaching Reading to Children with Mild Disabilities. (RS)

ED 365 936 CS 011 527

Wood, Karen D., Ed.; Algozzine, Bob, Ed.
Teaching Reading to High-Risk Learners: A Unified Perspective.
PUB DATE- 94
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; *High Risk Students; *Reading Instruction; *Reading Research; Regular and Special Education Relationship; *Student Characteristics; *Student Evaluation; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Reading Recovery Projects

Merging the related but typically distant fields of reading education and special education, this book is for teachers, teacher educators, and administrators at all grade levels and

Levels" (Jeanne DeVaughn Dowd); "Characteristics of English Speaking Reading Instruction for the Visually Impaired on the College Level" (Yoshifumi Chijiiwa); "Teaching Reading in Refugee Camps on the Thai-Kampuchean Border" (Rita Yost Martin); "Differences in Kana and Kanji Processing by Native Japanese Speakers and Non-Native English-Speaking Learners of Japanese: A Summary of the Experiments" (Katsuo Tamaoka); and "Asian Conference on Reading: Closing Speech" (Donald A. Leton). (RS)

ED 365 954 CS 011 549

Leal, Dorothy J.
A Comparison of Third Grade Children's Listening Comprehension of Scientific Information Using an Information Book and an Informational Storybook.
PUB DATE- Dec 93
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Content Area Reading; Elementary School Students; Grade 3; *Listening Comprehension; Primary Education; Reading Aloud to Others; *Scientific and Technical Information; *Scientific Concepts; *Text Structure
IDENTIFIERS- *Informational Storybooks; Information Books; Listening Research

A study examined whether the more inviting text structure of informational storybooks (compared to an information book) influences comprehension of scientific information. Ninety-six third-grade subjects were drawn from eight classrooms in four elementary schools in a mid-size metropolitan area in the southern United States. Within each class, six students were assigned to a study group and six to a control group. Each group was balanced for gender and ability as identified by the classroom teacher. Students were given pretests prior to having either an information book or an informational storybook concerning space or earth science read to them. Immediately after the reading, and again 6 weeks later, students completed a 10-item posttest. Results indicated that while the study and control groups performed equally well on the pretest of subject matter prior knowledge, students who were read the informational storybook made greater gains in scores on both the posttest and the 6-week test than students who were read the information book. Findings suggest that information embedded in a narrative format may be more memorable than information in a straight expository format. (Three tables and two figures of data are included. (Contains 22 references.) (RS)

ED 365 955 CS 011 550

Richgels, Donald J.; And Others
Pre-School, Kindergarten, and First-Grade Inventive Spellers' Treatment of Onsets and Rimes. Literacy Research Report No. 14.
PUB DATE- Aug 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Elementary School Students; Grade 1; *Invented Spelling; Kindergarten; Kindergarten Children; Phonemes; Preschool Children; Preschool Education; Primary

parent groups who want to explore specific strategies to use in helping children become more articulate speakers and more attentive listeners. The guide contains material necessary to conduct a 1- or 1.5-hour session on how parents can help children develop good speaking and listening skills. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 977   CS 011 577

Moke, Susan, Ed.; Shermis, Michael, Ed.
Becoming a Disciplined Learner. Make the Parent Connection! Leader Guide.
PUB DATE- 93
NOTE- 26p.; For other leader guides, see CS 011 570-578.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Discipline; Elementary Secondary Education; *Enrichment Activities; Learning Strategies; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Self Control; Training Methods; Young Children
IDENTIFIERS- Family Literacy

This manual is a resource book for organizers and leaders and parent groups who want to explore specific strategies to use in helping children become more disciplined learners. The guide contains material necessary to conduct a 1- or 1.5-hour session on how parents can encourage children's self-discipline. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 978   CS 011 578

Moke, Susan, Ed.; Shermis, Michael, Ed.
Learning Math at Home. Making the Parent Connection! Leader Guide.
PUB DATE- 93
NOTE- 26p.; For other leader guides, see CS 011 570-577.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Enrichment Activities; Home Study; Homework; *Mathematics Instruction; *Parent Child Relationship; *Parent Education; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Training Methods; Young Children
IDENTIFIERS- Family Literacy

This manual is a resource book for organizers and leaders and

Charles, Jim
The Democracy of Inclusion: American Indian Literatures in the English Language Arts Classroom.
PUB DATE- 20 Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Literature; *American Indian Culture; *American Indian Literature; American Indians; Cultural Differences; Language Arts; Literary Genres; Secondary Education
IDENTIFIERS- Cultural Sensitivity; Literary Canon; Response to Literature

Literatures created by American Indians illustrate the positive potential that expanding the literary canon has for helping to achieve a more democratic classroom. Expanding the idea of what constitutes a text worthy of study enhances students' degree of involvement in and sense of connection to curriculum content and helps them become better equipped to participate in democratic processes. Affording students meaningful reading experiences in response to a broadened, more extensive and inclusive set of reading choices increases the probability of their participation and involvement. Three recent young adult novels by American Indian authors include such culturally specific themes as: prejudice and discrimination toward Indians; hopelessness regarding the Indian situation; mixed-blood ancestry; alienation from non-Indian peers; Indian/non Indian friendships; and capturing/recapturing tribal identity, spirituality, and traditions. Through exposure to the experiences of American Indians (and by extension, those of members of other racial and ethnic minority groups, as well as women), students gain a more complete understanding of the diversity of America. (RS)

ED 365 998 CS 214 178

Dawkins, John
How Good Writers Punctuate.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Elementary Secondary Education; Higher Education; *Punctuation; Sentence Structure; Theories; *Writing Improvement; Writing Processes; *Writing Skills
IDENTIFIERS- *Stylistics; Writing Style

The punctuation system presented in this paper has explanatory power insofar as it explains how good writers punctuate. The paper notes that good writers have learned, through reading, the differences among a hierarchy of marks and acquired a sense of independent clauses that allows them to use the hierarchy, along with a reader-sensitive notion of clarity, to punctuate single independent clauses and conjoined independent clauses the learning types and alternatives from right- to left-mode information processing. The eight steps are: (1) create an experience or connect to past experiences; (2) analyze the experience; (3) integrate reflections into concepts; (4) define concepts; (5) try out concepts; (6) extend learning; (7) have students evaluate their own applications; and (8) integrate application and experience. After a communication instructor used the system to develop teaching strategies for numerous units of study, she noted an increase in student interest and better overall student performance. One such unit teaches students how to prepare effective call-to-action persuasive speeches and consists of four "quadrants" that: connect new concepts/processes with personal meaning to create a reason for learning; correlate learners' previous experience with concept formulation; provide students with an opportunity to practice and personalize the new concepts; and allow students to take action, teach themselves, and share what they have learned with others. (Four figure representing various aspects of the 4MAT system are included. (Contains 13 references.) (RS)

ED 366 017 CS 508 423

Alexander, Bryant K.
Evaluating Program Administration. Looking Out Looking In: An Evaluation of Selection Procedure.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Case Studies; Civil Rights; Compliance (Legal); *Debate; Evaluation Criteria; Higher Education; *Legal Problems; *Legal Responsibility; *Program Administration; Recordkeeping; *Sex Discrimination
IDENTIFIERS- *Debate Tournaments

A recent case at a state university sought to challenge the notion that Directors of Forensics are empowered to make decisions that will govern tournament entries. A student who had been doing extremely well in forensics, but was causing some difficulties in the program was admonished for her behavior. The student's debate tournament participation was curtailed, with specific guidelines indicating how further participation would be possible. The dean of the college of arts and humanities, as well as the president of the university, supported the decision. The student filed a complaint of sex discrimination with the United States Department of Education Office of Civil Rights (OCR). The director of forensics gathered requested information and formulated a response to the complaint. A month later, the OCR determined that evidence failed to substantiate the allegation of sex discrimination. Implications of this case are: (1) the nature of the investigation implies that any disgruntled student can make charges against programs with or without merit; (2) the investigative procedures imply compliance as a means of assessing the validity of the charges; (3) the breadth and depth of information requested implies that forensics programs should maintain historical files of student participation dating back three years; (4) directors of forensics should be conscious of the gender balance of students selected for tournament participation; and (5) directors of forensics should be able to clearly defend their selection

(150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Case Studies; *Class Activities; Course Content; *Cultural Awareness; *Global Approach; Higher Education; International Organizations; International Studies; *Organizational Communication; Student Projects

IDENTIFIERS- Organizational Culture; *Transnational Corporations; World Views

The meteoric rise of Multinational Enterprises (MNE's) and the concomitant increase in international trade and investment speak to the crucial need for a global perspective to be incorporated into the curriculum of the organizational communication course. The communication functions of MNE's are an increasingly important focus for students of organizational communication. Students need to understand the global nature of international business and economics, how to analyze social and cultural aspects of "local" countries, and how to adapt their messages to account for individual country differences. Several methods can be used for building both a global and country perspective into the organizational communication curriculum; they include: (1) studying general information about international issues and "local" concerns about which students should be aware; (2) providing specific content areas of a global nature to be treated in an in-depth manner; (3) introducing knowledge of specific countries or regions; (4) using case studies; (5) using campus resources; (6) incorporating global examples into topics already covered in the organizational communication course; and (7) assigning student projects that include a global perspective. A memo describing the SPICE (Student Panels for an International Curriculum and Education) program is attached. (Contains 20 references.) (RS)

ED 366 038 CS 508 445

Epstein, Susan B.

Does Style Negate Substance? The Use of Argument in Parliamentary Debate.

PUB DATE- Nov 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Communication Skills; *Debate; *Debate Format; Higher Education; Parliamentary Procedures; *Persuasive Discourse

IDENTIFIERS- *Debate Tournaments

Two debate rounds offered at the National Parliamentary Debate Association (NPDA) illustrate how debate could offer both style (the ability to communicate well) and substance (a message of significance and purpose). With the resolution "idealism is better than realism," debaters and judges were transported into a "Popeye" cartoon. Both teams ended up arguing in favor of Popeye breaking up with Olive Oyl but for different reasons: it was the ideal thing to do according to the government team, and the realistic thing to do according to the opposition. However, the Popeye round fails to pass the tests for effective arguments by example--the example of Popeye is not relevant, only one example is offered, and the example is not typical. Problems arise when parliamentary debaters argue by example and

DESCRIPTORS- *Curriculum Development; Curriculum Evaluation;
*Educational Development; Foreign Countries; *Human Resources;
Public Schools; Regional Characteristics; Regional Cooperation;
*School Restructuring; *Secondary Education
IDENTIFIERS- *Asia Pacific Region

The member states in Asia and the Pacific region participating in the Asia and Pacific Programme of Educational Innovation for Development (APEID) initiated an effort to restructure secondary education. During its fifth programming cycle (1992-1996), the APEID continues its focus on restructuring secondary education. Consequently, the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) and its Asian Centre of Educational Innovation for Development (ACEID) met in Thailand to assess the state of secondary education and make recommendations for the future. The first of four chapters in this report describes the state-of-the-art of secondary education, including the APEID initiative and major reforms and concerns in the region. Improving the quality of secondary education is the subject of chapter 2 and working toward implementation of reform of secondary education at the threshold of the 21st century is discussed in chapter 3. Chapter 4 covers regional and national action for 1992-96. Appendices A-F include gross enrollment ratios at the second level of education, duration of compulsory education, structure of school education, gross enrollment ratios at the tertiary level of education for 1986-88, and a case study. Annexes I-IV include an agenda, addresses, list of participants, and members of working groups. (JPT)

ED 366 057 EA 025 556

California Public Education: A Decade after "A Nation at Risk."
PUB DATE- 93
NOTE- 37p.; Title on cover varies slightly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Educational
Assessment; *Educational Change; Educational Improvement;
Elementary Secondary Education; *Outcomes of Education; *Public
Education; *State Action; *State Norms; State Programs; State
Standards
IDENTIFIERS- *California; Nation At Risk (A)

This document examines the accomplishments of California's educational reform movement (1983-1993) in the context of the five major recommendations outlined in the 1983 report, "A Nation at Risk." A more comprehensive view of the state's systemic reforms is also provided. The five goals included the following: (1) strengthen graduation requirements and provide a stronger curriculum; (2) adopt more rigorous and measurable standards and expectations; (3) devote more time to study the core curriculum; (4) enhance staff development and the teaching profession; and (5) provide effective leadership and adequate resources. Although school productivity is difficult to quantify, data indicate that progress is occurring for all categories of students. California has also been challenged by 100,000 new students that have entered schools annually since 1983, an increase in the number of limited-English speaking and economically disadvantaged students, and declines in funding. Twelve figures are included. (LMI)

ED 366 058 EA 025 557

Attendance Accounting and Reporting in California Public Schools.

Munn, Pamela; And Others
Action on Discipline in the Primary School Support Pack .
PUB DATE- 93
NOTE- 68p.; For secondary school packet, see EA 025 581.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Discipline; *Discipline Policy; Discipline Problems; *Elementary Education; Elementary School Teachers; Foreign Countries; Sanctions; School Policy; Student Behavior; Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *Scotland

This packet of materials, which draws on findings from research conducted by the Scottish Council for Research in Education, is designed to help Scottish teachers improve discipline in the primary school and classroom. The packet contains three booklets: (1) "Action on Discipline throughout the School," which concentrates on promoting effective discipline in the whole-school context and contains materials on policy review and development; (2) "Scenarios," which contains five scenarios based on everyday classroom situations; and (3) "Action on Discipline in the Classroom," which focuses on analyzing and improving discipline in the day-to-day work of the classroom. The first booklet contains action-on-policy papers, which offer practical tasks to improve discipline, and information sheets that list resources and references. (LMI)

ED 366 079   EA 025 581

Munn, Pamela; And Others
Action on Discipline in the Secondary School Support Pack).
PUB DATE- 93
NOTE- 70p.; For primary school packet, see EA 025 580.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Discipline; *Discipline Policy; Discipline Problems; Foreign Countries; Sanctions; School Policy; *Secondary Education; Secondary School Teachers; Student Behavior; Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *Scotland

This packet of materials is designed to help Scottish teachers improve discipline in the secondary school and classroom. Based on research conducted by the Scottish Council for Research in Education (SCRE), it serves as a starting point to review discipline policy and practice. The packet contains three booklets: (1) "Action on Discipline throughout the School," which concentrates on promoting effective discipline in the whole-school context and contains materials on policy review and development; (2) "Action on Discipline in the Classroom," which focuses on analyzing and improving discipline in day-to-

Action; *State Aid; *State Legislation; *State School District Relationship; State Standards
IDENTIFIERS- *New York

This document summarizes major legislation, enacted by the 1993 New York State Legislature, that affected education and its related professions. Eight sections offer brief descriptions of legislation enacted in the following areas: laws affecting school districts generally; cultural education; state aid; taxation and financial administration; miscellaneous; laws of local application; higher education; and laws affecting the professions. An index is included. (LMI)

ED 366 100 EA 025 605

A Framework for Redefining the Role and Responsibilities of Local School Boards. Supporting Leaders for Tomorrow.
PUB DATE- Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board Candidates; *Board of Education Policy; *Board of Education Role; *Boards of Education; Elementary Secondary Education; *Governing Boards; Local Government; School District Autonomy; State Action; State Legislation

In this document, the Institute for Educational Leadership (IEL) develops a framework to assist state policymakers, particularly, as well as other stakeholders, in initiating debate and reforms to redefine expectations and the role and responsibilities of school boards in fulfilling these expectations. These recommendations draw upon: analyses of findings from IEL's national studies of school boards in 1985-86 and 1991-92; self-assessment data from almost 300 school boards that participated in the demonstration of IEL's School Board Effectiveness Program in 1987-90; direct work with boards, urban school systems, superintendents, and state school-boards associations; discussions with education reformers and policymakers across the nation; and conclusions from participation with national task forces and other groups deliberating the issue of local education governance. Part 1 presents 15 legislative proposals considered essential to the restructuring of school boards, and part 2 contains 6 recommendations for additional legislative provisions. Part 3 offers suggestions regarding full financial-disclosure requirements for board candidates and members, board standing committees, and teacher-union influence on board elections. In general, the recommendations are based on the following propositions: (1) the state must assume responsibility for school-board reform; (2) reform should entail fundamental change; (3) reform should involve local stakeholders; and (4) reform should strengthen local governance. (LMI)

ED 366 101 EA 025 607

Goodlad, John I
Educational Renewal: Better Teachers, Better Schools.
PUB DATE- 94
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

normative sample, and interest inventory scales. The WTI itself is attached. (Contains 11 references.) (DB)

ED 366 120 EC 302 714

Western Regional Resource Center, Final Technical Report 1991-1993.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 512p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Consultation Programs; Delivery Systems; *Disabilities; Education Work Relationship; Elementary Secondary Education; Information Dissemination; Minority Groups; *Needs Assessment; *Regional Programs; School Districts; Special Education; State Departments of Education; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Western Regional Resource Center OR

This final report of the Western Regional Resource Center (WRRC), Oregon, describes highlights and impact of activities and products of the full 1987-1993 period and also includes detailed progress and evaluation information for activity during the final 2-year period. The WRRC serves State Departments of Special Education in the states of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, and the various Pacific territories and associated island nations. The report lists the Project's eight goals and examples of activities meeting these objectives. These include: (1) conduct needs assessments and develop technical assistance plans with each State Education Agency (SEA); (2) provide consultation, technical assistance, and training to SEAs; (3) assist to identify and solve persistent problems in delivery of services; (4) address emerging issues such as the needs of minority groups and students who are medically fragile; (5) improve outcomes for students with disabilities, including improving transition from school to work; (6) network and collaborate with other regional centers and related providers; (7) gather and disseminate information to SEAs; and (8) assist in the training of and provision of information to both professionals and parents. A list of WRRC products is included. (DB)

ED 366 121 EC 302 715

Kaufman, Melvin E.; Walker, Joseph J.
Irritating Behaviors of School Building Administrators as Perceived by Special Education Teachers.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Severe Emotional Disturbance Conference (Tempe, AZ, November 19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Disabilities; Elementary School Teachers; Elementary Secondary Education; *Employer Employee Relationship; Principals; *School Administration; Secondary School Teachers; *Special Education Teachers; Supervision; *Teacher Attitudes

ED 366 140 EC 302 734

Pickett, Anna Lou; And Others
A Core Curriculum & Training Program To Prepare Paraeducators To Work in Transitional Services and Supported Employment Programs.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 93
NOTE- 209p.; For related documents, see EC 302 735-736.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication Skills; Competency Based Education; *Disabilities; Family Involvement; *Paraprofessional School Personnel; Safety; Secondary Education; Staff Role; Student Rights; *Supported Employment; *Teaching Methods; Team Training; Training; *Transitional Programs; Vocational Education
IDENTIFIERS- Diversity (Student)

These instructional materials are designed to improve the performance of paraeducators working in transitional services and supported employment for teenagers and young adults with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) roles of paraeducators working in transitional and vocational services; (2) communication and team-building skills; (3) human and legal rights of children and youth with disabilities and their families; (4) human development; (5) the instructional process (individualized education and transition plans, assessment, data collection, goals and objectives, and instructional interventions); (6) working with families; (7) appreciating diversity; and (8) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (JDD)

ED 366 141 EC 302 735

Pickett, Anna Lou; And Others
A Core Curriculum & Training Program To Prepare Paraeducators To Work in Inclusive Classrooms Serving School Age Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 93
NOTE- 210p.; For related documents, see EC 302 734-736.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication Skills; Competency Based Education; *Disabilities; Elementary School Students; Elementary Secondary Education; Family Involvement; *Mainstreaming; *Paraprofessional School Personnel; Safety; Secondary School Students; Staff Role; Student Rights; *Teaching Methods; Team Training; Training
IDENTIFIERS- Diversity (Student); *Inclusive Schools

educational program's quality on a daily basis, expert external evaluation is essential to an in-depth and objective understanding. Important considerations in external evaluation include working with an external evaluator and understanding qualitative and quantitative approaches. Clear communication of evaluation findings is important for both internal and external evaluations. General evaluation guidelines and specific guidelines for evaluating gifted and talented education programs are given. A case study illustrates many of these guidelines, including the importance of context; preparing a program description; the use of verbatim quotations; assessment and analysis; review of the standard program mechanisms (referral, identification, and selection); refinements; analyzing underlying factors; addressing larger sociopolitical concerns; and communicating evaluation findings. Appendices provide further explanation of evaluation components. (Contains 42 references.) (DB)

ED 366 159 EC 302 762

Richert, E. Susanne
Equitable Identification of Students with Gifted Potential.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Access to Education; Definitions; Educational Practices; Elementary School Students; Elementary Secondary Education; Eligibility; *Equal Education; *Gifted; Minority Groups; Secondary School Students; Talent Identification; Testing Problems

This monograph is organized in three main sections addressing problems, promising practices, and equitable procedures low cost in the identification of students with gifted potential. The first section considers problems in identification. These include: (1) elitist and distorted definitions of giftedness, (2) confusion about purposes of identification, (3) violation of educational equity, (4) misuse of identification instruments, (5) unreliable data, (6) inappropriate combination of data, and (7) too few students identified. The section on promising practices discusses principles of identification, defensible definitions, and selection of tests and instruments. Topics discussed in the equitable procedures section include avoiding discrimination and charges of elitism; equitable use of academic achievement data; alternate test procedures for students with learning disabilities or other handicaps; appropriate use of multiple sources of data; data from parents, teachers, and peers; self-nominations; and use of data on student progress. Low-cost high quality program design is also briefly addressed. A conclusion emphasizes that gifted program identification practices should reflect the values of pluralism and equity. (Contains 63 references.) (DB)

ED 366 160 EC 302 763

Richert, E. Susanne
Curriculum Guide for Maximizing Student Potential in Required Subject Areas.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 55p.

Language of Instruction; Lesson Plans; *Limited English Speaking; Program Design; Second Language Instruction; Student Evaluation; Teaching Models; Transitional Programs

The Transcultural Education Model presents a unified working model for teaching limited English proficient, English-as-Second-Language (ESL), or English-as-Second-Language transcultural (ESLT) students to read, write, and speak English. The model is designed for students and teachers in elementary, secondary, and adult schools. The model is presented to help educators answer questions concerning qualifications for ESL teachers, components of ESL programs, and ESL materials. In seven chapters, several topics are addressed including a comparison of ESL and ESLT, and discussions of student assessment, and instructional focus. A sample materials guide catalog, step charts, student progress charts, and lesson plans, materials, and methods are appended. A language/cultural test battery is also appended. (Contains 70 references.) (JP)

ED 366 178 FL 021 719

Cuervo de Rojas, Leonor
Enhancing Learning through Bilingual Expressions = Mejorando el apprendizaje a traves de expresiones bilingues.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 93
NOTE- 121p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Bilingual Education; *Bilingual Instructional Materials; Bilingual Students; Elementary Secondary Education; English (Second Language); Language of Instruction; *Limited English Speaking; Spanish; Spanish Speaking; Vocabulary Development
IDENTIFIERS- Colorado

This document is designed to assist teachers and school personnel serving the needs of non- and limited-English Spanish-speaking students in Colorado schools so that teachers can create a nurturing environment that enhances learning among Spanish-speaking students. Expressions common to the school environment are given in English and in Spanish for personal greetings, student praise, and classroom directions. Other expressions pertain to course content, including mathematics, science, and social studies, and to dialogue in various situations such as being in the cafeteria and in the library, asking for help or giving explanations, and parent meetings. (JP)

ED 366 179 FL 021 720

Xu, Huaxin
My Personal Philosophy in Teaching English as a Second Language: Some Methods I Used in Teaching English to Chinese Freshmen in Xi'an Foreign Language University.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the International Association of the Teachers of English as a Foreign Language (27th, Swansea, Wales, United Kingdom, April 1993).
LANGUAGE- English

found that drama techniques worked for most teachers and that some techniques worked better in certain circumstances than in others. Activities that do not emphasize performance were found more universally applicable than those that do. Some variability was found in the success of different activity types with different ability and school groups. It is concluded that drama activities are useful in motivating students, holding their attention, and stimulating their creativity. However, student proficiency, needs, attitudes, experience, abilities, age, and interests must be considered. Some teachers find integrating drama activities to be difficult; convincing and training teachers in their use is essential to success. (MSE)

ED 366 198   FL 021 756

Meinhof, Ulrike Hanna
Television News, the Computer and Foreign Language Learning.
PUB DATE- 90
NOTE- 21p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Classroom Techniques; Communicative Competence (Languages); Cross Cultural Training; English (Second Language); Foreign Countries; German; Instructional Materials; *Interactive Video; *Material Development; *News Reporting; Program Descriptions; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Authentic Materials

An interactive video project for second language instruction is described. Using television news broadcasts, the educational software package can also be used for area or media studies. Prototypes have been developed for English and German instruction. The program is designed to support learner comprehension of authentic news broadcasts by encouraging learners to form hypotheses about the program and by activating situational, cultural knowledge (of format, content, or schemata) that may be otherwise unavailable to the second language learner. It exploits the predictability of the text format of news broadcasts. It provides two interconnected approaches to each news program, linear and structural, through which the user can proceed to gain comprehension of news items. The linear path gives a chronological view of the program, is topic- and theme-oriented, and allows for annotation and transcription. The structural view allows the user to select and mark the internal structure of the news item from either a schematic or a formatting perspective. Help facilities in the program that can be activated include dictionaries, background information, a databank of previously annotated material, and help specific to the program package. The software can be used for both linguistic and communicative exercises. (MSE)

ED 366 199   FL 021 773

Robb, Thomas; Tillyer, Anthea
Electronically Yours: Cross-Cultural Communication through E-Mail Penpals.
PUB DATE- Apr 93
NOTE- 4p.; Paper presented at the Annual Meeting of the Teachers

A collection of essays on first and second language proficiency from the fields of psychology and linguistics includes the following: "Modeling and Assessing Language Proficiency" (John H. A. L. de Jong, Ludo Verhoeven); "The Construct of Grammar in Early Language Development" (Folkert Kuiken); "Dimensions in Grammatical Proficiency" (Wim H. J. van Bon); "Monitoring Reading and Spelling Achievement" (Martin J. C. Mommers, Johan H. L. Oud); "Speech Activity Theory and Reading Comprehension Assessment" (Eduard Bol, Giel Gresnigt, Mariette J. de Haan); "Assessment of Reading Disabilities" (Aryan van der Leij, Harry Smeets); "Information Analysis in Written Discourse" (Carel van Wijk); "Large Scale Writing Assessment" (Henk Blok, Kees de Glopper); "Differential Item Functioning" (Frank Kok); "Assessment of Bilingual Proficiency" (Verhoeven); "Self-Assessment of Minority Language Proficiency" (Kees de Bot); "Exploring the Second Language Learner Lexicon" (Anne Vermeer); "Modeling Communicative Second Language Competence" (Verhoeven, Vermeer); "Modeling and Assessing Foreign Language Loss" (Erik Schils, Bert Weltens); and "Dimensions in Oral Foreign Language Proficiency" (de Jong, Lieneke W. van Ginkel). (MSE)

ED 366 220 FL 021 839

Pang, Terence T. T.; Klassen, Johanna
A Video Venture into Pragmatics: Cashing In on Language.
PUB DATE- 15 Dec 93
NOTE- 55p.; Paper presented at the International Conference on Language and Content (Hong Kong, December 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Banking; Cultural Education; *English (Second Language); Foreign Countries; Instructional Materials; Intercultural Communication; *Interpersonal Competence; Material Development; *Nonverbal Communication; *Pragmatics; Second Language Instruction; Second Languages; *Sociocultural Patterns; Videotape Recordings
IDENTIFIERS- *Politeness

The design of a videotape recording for teaching politeness to learners of English as a Second Language is described. The recording attempts a step-by-step analysis of politeness realization markers and acts, especially face-threatening acts, simultaneously mapped onto the paralinguistic features accompanying them. It contains four bank scenes in which visitors request services of a bank teller, a goal-directed transaction that ultimately fails. Two of the scenes focus on an account withdrawal; two pertain to the closing of an account. In each pair of scenes, one teller handles the situation tactfully and one experiences pragmatic failure. Failure is used to de-emphasize the transaction aspect of the scene and point up the interpersonal aspect. Communication acts and problems are analyzed in captions and narrative voice-over. The intent is to suggest alternatives to behavior that leads to pragmatic failure. A transcription of the video scenes and narrative are appended. (MSE)

ED 366 221 FL 021 844

Katchen, Johanna E.
Using STAR-TV in the Classroom: A Potpourri of Ideas.
PUB DATE- Dec 93
NOTE- 26p.; Paper presented at the Annual International Meeting

Financial Report of Ontario Universities, 1992-93, Volume II-Affiliated and Federated Colleges and Universities.
PUB DATE- Dec 93
NOTE- 278p.; For Volume 1, see HE 027 079.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Affiliated Schools; *Church Related Colleges; Data Analysis; Data Collection; Educational Finance; Expenditures; Foreign Countries; Grants; Higher Education; *Income; *Operating Expenses; *Resource Allocation; School Accounting; *School Funds; State Aid; State Government; Tables (Data)
IDENTIFIERS- *Ontario

This report provides financial information on 22 church-related, federated, or affiliated colleges, universities or seminaries which receive grants from the provincial government of Ontario, Canada. Data summary tables focus on the following categories: (1) combined revenues and expenses and changes in fund balances; (2) revenues and additions by source and type of fund; (3) expenses (all expendable funds) by object and type of fund; (4) actual operating expenses by object and functional area; and (5) general funds changes in appropriated fund balances. Other tables present percentage analyses of the revenues and expenses that are reported by both fund type, object of expense, and functional area for 1988-89 to 1992-93. Finally, financial data for the following individual schools is provided: Huntington University, University of Sudbury, Thorneloe University, McMaster Divinity College, Universite Saint Paul, Queen's Theological College, Knox College, Regis College, St. Augustine's Seminary, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's United College, Brescia College, Huron College, King's College & St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominican College. Statistical tables comprise the entire document. (JB)

ED 366 240 HE 027 081

Application Statistics 1992.
PUB DATE- Dec 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; Age; Citizenship; *College Applicants; College Choice; College Freshmen; College Programs; College Students; Females; Foreign Countries; Foreign Students; Higher Education; Males; Nontraditional Students; *School Registration; Secondary School Students; Sex Differences; *Tables (Data); Universities
IDENTIFIERS- *Ontario

This report presents summary statistics on application and registration data for Fall 1992 in Ontario (Canada) universities. Tables and figures, which comprise the entire document, show the following information: (1) applications and registration summary and ratios; (2) applications and registrations by university and category and by gender; (3) active applications by choice preference and university as a percentage of total active and total registered applicants in each category; (4) active applications and registered applicants by programs grouping; (5) active applications by choice preference as a percentage of total active applications for each program grouping; (6) summary of regular applications, presented to Tyson employees at five locations for four 13-week cycles. A literacy audit, job task analysis, and employee assessment were conducted. The audit/analysis results were used to develop a context-specific curriculum. Also developed were recruitment/retention strategies and support services. During the project, job-specific instruction (in reading and/or mathematics) was provided to 571 Tyson employees, and basic adult education was provided to an additional 267 employees. Individual educational programs were developed for each participating employee, and ongoing tutorial and learning lab assistance was also provided to selected Tyson employees through two helping organizations, Alabama Adult Education and Green Thumb, as well as volunteer tutors and computer-assisted instruction. All of the groups receiving training at each of the program sites had statistically significant increases in their math and reading scores on job-specific posttests, and the overall project attendance rate at the five sites was 84%. Program participation barriers and ways of improving the program are identified. (MN)

ED 365 781 CE 065 357

Sikula, Lola
Changing Careers: Steps to Success.
PUB DATE- 94
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Change; Career Choice; Career Education; *Career Guidance; *Career Planning; *Coping; Decision Making; Employment Interviews; *Job Search Methods; Learning Activities; Marketing; Middle Aged Adults; Questionnaires; Resumes (Personal); Self Concept; *Self Evaluation (Individuals); Social Support Groups
IDENTIFIERS- Financial Planning

This book is intended to assist adults who are contemplating changing careers or actually doing so. The information, exercises, questionnaires, guides, and bibliographies included in it are designed to give adults the coping skills to adapt to and work through the personal, financial, and other changes that accompany the career change process. The following topics are discussed in the book's nine chapters: preparing for change (adults' changing needs and roles, understanding change); moving toward change and mobilizing support (belief systems, positive and negative self-talk, support systems); managing self and life (time and stress management, proper nutrition and exercise); taking inventory (identifying interests and assessing skills); making personal choices (temperament styles, values, decision making); exploring options (sources of occupational information, networking, labor market considerations); developing a plan of action (life goals, personal job descriptions, self-employment); using resumes and cover letters as a marketing tool; and using job interviews as a marketing tool (interviewing with confidence and answering difficult questions). Appended are a vocational history questionnaire, a financial planning guide, a 79-item list of supplemental readings, and a 47-item bibliography and resource list for older workers. (MN)

ED 365 782 CE 065 358

Tourism Standards: Western Canada. Certification Field Test. Final Report. Formative Evaluation.

cooperation. In successful classrooms, teachers supported the various classroom design features by using techniques that give students opportunities to observe, engage in, and invent or discover "expert" learning strategies. Modeling and scaffolding (guided and supported practice) proved to be especially effective techniques. Three aspects of school context were found to be especially conducive to student achievement: access to knowledge, press for achievement, and teaching conditions that empower rather than restrain teachers. New models of teacher training and staff development were determined to be increasingly important as academic and vocational education become further integrated and the distinctions between school-based and work-related learning become further blurred. (MN)

ED 365 800   CE 065 406

Hawaii Annual Performance Report for Vocational Education: 1992-1993 for the Vocational Education State-Administered Program under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
PUB DATE- Dec 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Articulation (Education); Community Colleges; Correctional Education; *Educational Objectives; Employer Attitudes; Enrollment; Federal Aid; Federal Legislation; Financial Support; Integrated Curriculum; *Outcomes of Education; Program Administration; Program Effectiveness; Secondary Education; State Action; *State Programs; Student Attitudes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Hawaii

During the 1992-1993 school year, vocational/occupational education in Hawaii took place primarily at 39 secondary schools, 7 community colleges, and the Employment Training Center. Training was provided in the following generic skill areas: agriculture/aquaculture, business, construction, electrical/electronic, technical/graphic, mechanical, and personal/public service. Integrated efforts have been stressed in such areas as academic-vocational, school-work, and secondary-postsecondary. Efforts were also made to meet the mandates stipulated in the 1990 Perkins Act. Included among these efforts were the following: curriculum upgrading, inservice training for vocational and academic instructors, guidance and counseling, remedial instruction, tech prep, supplementary services for special populations (including single parents, displaced homemakers, single pregnant women, criminal offenders in corrections institutions, women, racial minority group members, disabled persons, and individuals with limited English proficiency). Program evaluation, research dissemination, and coordination activities were also conducted to meet Perkins Act mandates. Respondents to the 1993-94 Employer Satisfaction Survey were generally positive regarding Hawaii's vocational education programs/activities. Employers' greatest concerns were for basic skills competencies required for employment in semiskilled positions. Some employers called for programs in Hawaiiana, conversational Japanese, and hospitality industry awareness skills. (Fourteen tables/charts are included. Appended is a statistical summary of Hawaii's postsecondary vocational enrollments as of fall 1992. Secondary

Jobs in the Future. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Career Change; Career Development; College Graduates; Education Work Relationship; Employment Opportunities; *Employment Projections; *Futures (of Society); Job Skills; Job Training; Labor Market; *Manufacturing; *Midlife Transitions; Misconceptions; Technological Advancement; Vocational Education

One result of the ambiguity surrounding future jobs is a number of myths not only about what jobs will be available and what they will be like but also about how to prepare for them. The first myth is "40 years and out," the notion that people will work continuously with one organization until retirement. The reality is that individuals need to be prepared for careers that are likely to include involuntary job loss as well as many job changes. The second myth is that a college education will guarantee a good job. Good jobs will be available, but to get them graduates will have to begin looking earlier and be more astute about which job search strategies they use. The third myth is that manufacturing jobs will disappear. The reality is that although manufacturing jobs are projected to continue to decrease, they are a long way from disappearing. A likely scenario for future manufacturing jobs is that they will change radically: new manufacturing jobs will be created that will require different skills and pay less. The fourth myth is that technology will simplify work. The current consensus is that technology has not simplified work. Instead, what technology has done is eliminate many low-level jobs and increased the skill levels required for those that remain. The fifth myth is that job growth will level off. The United States is still creating about 2 million new jobs every year. Adult, career, and vocational educators must instill in learners the concept of lifelong learning, encourage participation in work experience, and prepare learners to expect career changes. (YLB)

ED 365 820 CE 065 447

Lankard, Bettina A.
Integration of Academic and Vocational Education. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Education; *Coordination; Educational Cooperation; Faculty Development; *Integrated Curriculum; Misconceptions; Postsecondary Education; *Program Implementation; School Business Relationship; School Community Relationship; Secondary Education; Team Teaching; *Vocational Education

Although most educators support the concept of integrating academic and vocational education and recognize the benefits it affords students, implementation of integrated curriculum and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Students; *Career Guidance; Counseling Objectives; *Counseling Services; Disabilities; *Educational Counseling; Foreign Countries; Needs Assessment; Postsecondary Education; *Program Development; *Student Needs; *Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

Recent Further Education Unit (FEU) research has provided clear evidence of technical college students' needs for career and educational guidance throughout their program of study. Inhouse technical college guidance services to individuals and institutions offer a number of benefits to both students receiving the services and the institutions offering them. Upon entering an FEU program, learners need accessible guidance services that provide clear information on program details/requirements, advice on finance and costs, information on alternatives within and outside college, and recognition of prior achievement. During their course of study, learners need details on courses, learning methods, and assessment that they can use to determine their options and reach decisions; support for learning; career education; and feedback on their progress. When preparing to exit FEU programs, learners need information on careers and progression, recognition of their achievement, and help with finding a job. Noncompleters need support upon exiting a program, and learners with disabilities and learning difficulties require special services throughout their studies. When developing guidance services, colleges must identify local needs, consider appropriate levels of service to be met, determine the range of students who require services, and determine who will provide the services. (MN)

ED 365 838 CE 065 478

Challenges for Colleges: Developing a Corporate Approach to Curriculum and Strategic Planning.
PUB DATE- 93
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Programs; Adult Students; Basic Skills; Case Studies; Cooperative Planning; Counseling Services; Credits; *Curriculum Development; Educational Cooperation; Educational Practices; Educational Quality; *Educational Trends; Flexible Progression; Foreign Countries; *Organizational Development; Postsecondary Education; *Program Development; Resource Allocation; Social Support Groups; Staff Development; *Strategic Planning; Student Needs; *Technical Institutes
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom

This curriculum planning guide is designed to serve as an aid and information source to assist senior management teams at Further Education Unit (FEU) technical colleges, curriculum leaders, and national and local agencies concerned with further education in the United Kingdom. The first two-thirds of the guide consists of 11 reports on the following challenges faced

135 references and 37 suggested readings are included. (MN)

ED 365 856   CE 065 504

Piskurich, George M.
Self-Directed Learning: A Practical Guide to Design, Development, and Implementation. First Edition.
PUB DATE- 93
NOTE- 359p.; Jossey-Bass Management Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Curriculum Development; Educational Facilities; Educational Needs; Evaluation Methods; Job Analysis; *Job Training; *Labor Force Development; Learning Centers (Classroom); Learning Modules; *Material Development; Needs Assessment; *Program Design; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Staff Development; Task Analysis

Written mainly for the training practitioner who has some experience in the field, this book provides a practical approach for constructing good self-directed learning (SDL) programs. Chapter 1 considers SDL from the academic and business points of view, develops a working definition, and examines SDL's strengths and weaknesses. Part 1 covers development of SDL materials. Chapters 2-6 discuss the following topics: the process of training needs analysis and other planning decisions; how the tasks isolated by the job analysis are turned into objectives and then refined into content for the SDL package; the addition of media into the SDL package; two main components of trainee evaluation--cognitive and performance; and the process of reviewing and piloting the SDL package. Part 2 details SDL implementation. Chapters 7-12 consider the following: preparing the company for SDL, process implementation, the justification for using SDL, the special costs and design problems that are part of SDL's makeup, the actual implementation of a distributed SDL process and the implementation, variables the basics of the learning center implementation, how to create a learning center, and a methodology for evaluating any SDL system. Appendixes and a methodology for evaluating any SDL system. Appendixes include a glossary, 21 references, 238 suggested readings, and an index. (YLB)

ED 365 857   CE 065 506

Adult Education in Sweden. Fact Sheets on Sweden.
PUB DATE- Dec 92
NOTE- 6p.; Update of ED 325 649.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Vocational Education; *Cooperative Programs; *Coordination; Developed Nations; Educational Cooperation; *Folk Schools; Foreign Countries; *Job Training; Learning Disabilities; Nontraditional Education
IDENTIFIERS- *Sweden

About 50 percent of Sweden's adult population pursues studies in one form or another. A specifically Scandinavian form of adult education is the folk high school. By far the largest number of adult learners attend the study circles organized by the local branches of Sweden's educational associations. Formal adult using previously created drawing entities in AutoCAD; (9) creating and using a symbol library in AutoCAD; (10) using AutoCAD dimensioning capabilities; (11) file utilities within AutoCAD; (12) setting up input formats that govern the display of distances, coordinates, and angles (units); (13) establishing drawing limits; (14) establishing and manipulating drawing layers; (15) point entity display mode; (16) point entity display size; (17) determining scale factors; (18) establishing and manipulating viewpoints; (19) converting model space to paperspace; and (20) creating a 3D wireframe drawing and adding 3D faces. (KC)

ED 365 875 CE 065 632

Matson, James; Stokes, Tad
Competency Exams for Electronics/Instrumentation Occupations. Student and Instructor Manuals.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- Jun 93
NOTE- 200p.; For related documents, see CE 065 629-633.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; Computer Oriented Programs; Electronic Equipment; *Electronics; *Instrumentation; Instrumentation Technicians; Job Skills; Measurement Equipment; *Performance Tests; Postsecondary Education; *Test Items; Test Manuals; Troubleshooting; Work Sample Tests

This document contains 20 competency-based examinations with student and instructor manuals for electronics and instrumentation occupations. For each of the examinations, the student manual contains the following: the competency, the performance objective, directions, the materials and equipment needed, a space to note time started and time finished, and the competency examination, which consists of tasks to perform. The instructor's manual includes the same materials as the student manual, with specific instructions to the examiner and a competency examination rating sheet. The 20 examinations cover the following material: (1) constructing a direct current series circuit; (2) constructing a direct current parallel series circuit; (3) constructing a series-parallel resistive circuit and measuring voltage drops, current, resistance, and computer power; (4) and constructing and analyzing a direct current series resistive capacitive circuit; (5) determining alternating current time-frequency voltage measurement; (6) identification of opens in overcurrent protection; (7) troubleshooting and repairing fluorescent lighting; (8) troubleshooting high pressure sodium lighting fixtures; (9) installing and testing a transformer circuit; (10) using AC test equipment to locate opens and shorts in a motor controller; (11) testing semiconductor diodes and bipolar junction transistor, to identify defects; (12) troubleshooting cascaded C/E (Common Emitter) amplifiers; (13) troubleshooting cascaded C/E amplifiers using the signal tracing method; (14) calibration and operation of a temperature bridge; (15) calibration and operational check of an instrumentation summing amplifier; (16) performing alignment of an A.M. superhetrocyne receiver; (17) receiver troubleshooting; (18) verification of on campuses over the past 10 years would have occurred without the involvement of BACCHUS and National Collegiate Alcohol Awareness Week activities. (NB)

ED 365 896 CG 025 158

LaMon, Brent C.; Alonzo, Anthony
Stress Levels of Recovering Drug Addicts.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Coping; *Drug Addiction; *Drug Rehabilitation; *Stress Management; *Stress Variables

It appears that chronic drug use may develop as a means of coping in which individuals use self-medication to produce a more desirable state of being. Because drugs are often used to cope with stress, this study examined stress among recovering male drug addicts (N=23) from an urban substance abuse program by administering a self-report inventory known as the Stress Audit. This inventory samples the magnitude and types of stresses experienced as well as a person's relative vulnerability to yield a stress profile with three summary scales: Situations, Symptoms, and Vulnerability. For the Situations scale, the mean for drug addicts showed a significant elevation relative to the standardization sample (N=1,450) and a local control group (N=20) of non-addicted, non-alcoholic males. All situations subscale means (Family, Individual Roles, Social Being, Environment, Financial, and Work/School) were significantly higher for the drug addicts with the Family, Individual Roles, and Financial subscales yielding the highest values. The Symptoms Summary scale group mean as well as the means for all seven Symptoms subscales (Muscular, Parasympathetic Nervous System, Sympathetic Nervous System, Emotional, Cognitive, Endocrine, and Immune) were also significantly higher for drug addicts, with the highest subscale means obtained for cognitive and muscular symptoms. In contrast to stress situations and symptoms, the Vulnerability scale was the only measure for which recovering addicts had a mean similar to established norms with no significant elevation. This profile of substantially greater stress situations and symptoms despite normal vulnerability indicates that, whether stress is a cause or consequence of drug addiction, stress management techniques should be an important component of drug rehabilitation programs. (Author/NB)

ED 365 897 CG 025 159

Kids and Guns: A National Disgrace. Third Edition.
PUB DATE- Nov 93
NOTE- 21p.; Introduction by Marian Wright Edelman.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accidents; Adolescents; *Children; *Death; Elementary Secondary Education; *Homicide; *Injuries; *Violence
IDENTIFIERS- *Guns

Firearms related violence has taken its toll on American children: every day 13 children under age 19 are killed by gunfire and scores more are injured. Since 1980, there has been

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abortions; *Adolescents; *Legislation; *Parent Participation; Parent Role; *Pregnancy; *State Legislation

This document notes that many states have passed, or are considering, laws that would mandate parental consent for, or notification of, a young woman's decision to obtain an abortion. Constructed in a question-and-answer format, the document then examines a number of issues concerned with such mandated parental involvement. It examines who is affected by consent and notification laws; the difference between mandated parental consent and parental notification; relevant federal legislation; which states require parental consent or notification; and the laws concerning parental involvement in obtaining contraception or reproductive health care. It also considers whether adolescents are able to make reasoned decisions about abortion, whether young women tell their parents about crisis pregnancies and their desire to have an abortion, and whether more young women talk to their parents because of mandatory parental involvement laws. The next section of the document concerns judicial bypass, a procedure by which young women may obtain a waiver of the parental involvement requirement in a confidential and expeditious manner. Judicial bypass and alternatives to the judicial bypass procedure are explained. The final two sections of the document look at the impact of mandatory parental involvement laws and the Supreme Court and parental consent and notification. Sidebars contain sketches of pregnant adolescents and how they handled their pregnancies. A state-by-state chart provides parental consent and notification law information by state. (NB)

ED 365 918   CG 025 182

Robinson, Bonnie
An Investigation into the Implementation of Advisory Programs in New Hampshire Middle Schools.
PUB DATE- Dec 92
NOTE- 55p.; Master's Thesis, Plymouth State College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; *Adolescents; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *Preadolescents; *Program Implementation; Student Needs
IDENTIFIERS- Middle School Students; New Hampshire

This study examined the extent to which New Hampshire schools are implementing advisory programs, as suggested by the Carnegie Council's "Turning Points" report. An advisory program is defined as a program within a middle school whereby students work with adults on an individual or group basis. Questionnaires on common practices used in advisory systems were completed by 16 middle schools that had advisory programs. Responses suggest that New Hampshire middle schools are attempting to meet the recommendations of the Carnegie Council's report. The findings suggest that, by using various forms of advisory programs, schools are meeting the needs of individual students during the transitional time of early adolescence. Based on the results of the survey, it is recommended that: (1) middle schools offer advisory systems to all students; (2) teachers, guidance personnel, and administrators who express an interest in the program be advisors; (3) support staff be considered for advisory responsibilities; (4) the administration and school board in all subject areas who want to know what the fields of reading and special education say about teaching and reaching high-risk learners. Chapters in the book discuss current research, theories, and practices to present a balanced view of students at risk in reading and how they can be taught. Chapters of the "Overview and Research" section are: (1) "Reading and Special Education in the Twenty-First Century: Time to Unify Perspectives" (Bob Algozzine and Karen D. Wood); (2) "Providing Reading Instruction to Mildly Disabled Students: Research into Practice" (Linda P. Blanton and William E. Blanton); and (3) "What Research in Special Education Says to Reading Teachers" (Lawrence J. O'Shea and Dorothy J. O'Shea). Chapters in the "Characteristics of High-Risk Learners" section are: (4) "Changes in the Identification and Instruction of High-Risk Readers" (Mary Beth Marr and Richard L. Allington); and (5) "Characteristics of Students with Disabilities and How Teachers Can Help" (John Beattie). Chapters in the "Current Views of Assessment" section are: (6) "What Research in Special Education Assessment Says to Reading Teachers" (Susan S. Evans and others); and (7) "Current Practices in Reading Assessment" (James F. Baumann and Bruce A. Murray). Chapters in the "Effective Practices for High-Risk Learners" section are: (8) "Teacher Effectiveness Research into Reading Practice" (Dorothy J. O'Shea); (9) "Reading Recovery: Widening the Scope of Prevention for Children at Risk of Reading Failure" (Janet S. Gaffney); (10) "Instructional Techniques for Making Subject Area Materials More Comprehensible for Readers at Risk" (Robert B. Cooter, Jr., and D. Ray Reutzel); (11) "Peer-Mediated Instruction for High-Risk Students" (Larry Maheady and others); (12) "Motivating High-Risk Learners to Think and Act as Writers" (Nancy Farnan and others); (13) "Using Cooperative Learning to Meet the Needs of High-Risk Learners" (Karen D. Wood and Bob Algozzine); and (14) "Teaching Reading to High-Risk Learners in the Twenty-First Century" (Karen D. Wood and Bob Algozzine). (RS)

ED 365 937   CS 011 528

Ediger, Marlow
Reading and the Rural School Pupil.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Elementary Education; Elementary School Students; Elementary School Teachers; *Prior Learning; *Reading Instruction; *Reading Skills; *Rural Education; Rural Schools; Skill Development; Student Needs; Word Recognition

The rural school teacher needs to be certain that pupils are attaining the skills needed in reading to be successful in the world of work or postsecondary education. A major source of problems for rural pupils is that many lack background information in order to attach meaning to what is being read. Adequate attention must be given to pupils developing necessary skills in meaningful reading of abstract words. To attain usable background information, teachers may use clear pictures that relate to what rural pupils will be reading, followed by a discussion of the illustrations so that the pupils will attach meaning to the content being read. If pupils secure the necessary background information prior to reading subject matter, they will become increasingly proficient in word recognition and identification. From the completed reading

Education; *Reading Instruction; Reading Research; Student Centered Curriculum
IDENTIFIERS- Emergent Literacy; *Phonemic Awareness; Rhyme

A preliminary study sought to determine whether preschool, kindergarten, and first-grade children's analyses of English words were governed by perception of onsets and rimes or by perception of phonemes within onsets and rimes. Data were from several previous studies that used a 10-word invented spelling task. High percentages of the 135 preschool, kindergarten, and first grade inventive spellers with all lengths of words produced spellings that were considered unlikely if governed by attention to onsets and rimes rather than by attention to individual phonemes. The percentage of first graders who spelled consonant blends (78%) matches findings of an earlier study. Findings support a child-centered approach to early reading instruction. If children do not treat phonemes as more difficult than onsets and rimes and are willing to work at the task of analyzing complex onsets and rimes, then it makes sense to use teaching strategies that encourage children's discovery of their own tasks. (Four tables and one figure of data are included.) (Contains 22 references.) (Author/RS)

ED 365 956 CS 011 551

Elliot, Bonnie M.; Stahle, Debra L.
What Is Engagement with Literature to a First Grade Child?
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary School Students; Grade 1; *Literature Appreciation; Models; Nonverbal Communication; Primary Education; *Reader Response; Reading Aloud to Others; Reading Research; Story Reading; Student Attitudes
IDENTIFIERS- Response to Literature; *Student Engagement

Building on one aspect of a large-scale longitudinal investigation, a study examined first graders' engagement with literature. Subjects, five Euro-American students (two males, three females), were videotaped during two 30-minute storybook reading sessions one week apart. During the reading session, child and adult sat side-by-side in an effort to recreate a parent-child storybook reading session. Before reading, and throughout each of the four stories, the adult encouraged communication about the text and/or the reading experience. Children's verbal and nonverbal actions were analyzed using a modified constant comparative method. Results indicated the individuality of each child's engagement pattern, although commonalities across all respondents surfaced in three areas: (1) the children frequently commented on or pointed to story-related pictures; (2) all children predicted story events when prompted through open-ended questions; and (3) children responded easily to end-of-story requests for evaluative comments. Findings suggest that at least one type of engagement for first-grade children involves a three-way interaction among a text, a child, and a social representative, and that this engagement varies according to the individual. (A figure representing a model of first grade engagement, and a figure representing a possible model of general engagement for one subject are included.) (RS)

ED 365 957 CS 011 552

parent groups who want to explore specific strategies to use to encourage children to view math as a "user-friendly" subject. The guide contains material necessary to conduct a 1- or 1.5-hour session to help parents see the importance of: showing their children how problem-solving math relates to everyday activities; helping their children see math as a thinking rather than a memorization process; looking over graded assignments and tests and praising children's efforts to learn; and making an enthusiastic effort to help children with homework assignments. The guide includes: (1) a leader's guide with presentation notes and a variety of activities for the session; (2) a reproducible written invitation for teachers to send home to parents; (3) handout masters; (4) 25 bookmarks; and (5) information about other products and services that will help foster parent involvement. A booklet containing relevant read-aloud stories, an audio tape, and a loose-leaf folder accompany the guide. (RS)

ED 365 979 CS 011 580

Macfarlane, Eleanor C.
Children's Literacy Development: Suggestions for Parent Involvement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Enrichment Activities; Library Services; Listening; *Parent Child Relationship; Parent Materials; *Parent Participation; *Parent Role; Parents as Teachers; Play; Public Libraries; Reading Aloud to Others; Writing (Composition)
IDENTIFIERS- Childrens Writing; *Emergent Literacy; ERIC Digests

Noting that parents are their children's first and most important teachers, this digest provides suggestions and recommends resources to help parents become involved in their children's literacy development. The digest discusses visiting the public library; reading aloud and modeling reading; playing with children; listening to children read; having book conversations with children; and helping children write. The digest also presents a sampling of free or inexpensive materials that parents can send for. (RS)

ED 365 980 CS 214 152

Jones, Zipporah
Writing to Read: Computer-Assisted Instruction and Reading Achievement.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Elementary School Students; Grade 3; *High Risk Students; Minority Group Children; Primary Education; *Program Effectiveness; *Reading Achievement; Reading Research; Writing

according to their semantic intentions. Because it is principle-based (with four rules), the system in the paper tolerates variations according to the writer's semantic intent (meaning)--that is, according to her or his determination of the needs of clarity. The system presented accounts for both the early punctuation of Isak Dinesen, which shows a nonnative speaker unsure of the system, and her later works which show her in control of the system. The system also accounts for the style of James Joyce in "Dubliners" and for John Updike's conservative punctuation in nonfiction but liberal punctuation in fiction. The system presented in the paper focuses on what "good" writers do and suggests how others can do the same. By allowing options according to the need for clarity, the system encourages careful analysis and rewriting--what good writers have learned to do. Three tables representing aspects of the system of punctuation are included. (Contains 19 references.) (RS)

ED 365 999 CS 214 180

Milner, Joseph O., Ed.; Pope, Carol A., Ed.
Global Voices: Culture and Identity in the Teaching of English.
PUB DATE- 94
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Context; *Cultural Differences; Curriculum Development; Elementary Secondary Education; English (Second Language); *English Curriculum; *English Instruction; *Global Approach; Higher Education; Whole Language Approach
IDENTIFIERS- Curriculum Emphases; *Educational Issues; English Teachers; Identity (Psychological); *National Curriculum

This book presents essays that reflect the dialogue and the spirit of conversation of the 1990 International Federation for the Teaching of English (IFTE) Conference in Auckland, New Zealand. The book begins with some of the impressions of the IFTE conference held by the classroom teachers, school administrators, writers, and scholars who attended it. Language diversity in the classroom is the focus of several essays in the second part of the book. Each essay in the second part of the book is followed by a response. The pairing of essays continues in the third section of the book, where issues such as who controls curricula and who sets the standards for curricula are addressed. The third part of the book also discuses national curriculum movements in New Zealand and the United Kingdom; English as a Second Language pedagogies; and international underpinnings of the whole language movement. The initial essay in each set is a response to a paper presented at the conference; the second is the original presenter's reply to the author of the first essay. The fourth part of the book presents essays about the history and future of IFTE conferences, looking forward especially to the 1995 conference to be held in New York City. (RS)

ED 366 000 CS 214 181

Fox, Dana L.
Reinventing a Composition Methods Course in Secondary English Education.
PUB DATE- Dec 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English

procedures. Directors of forensics should be forewarned and clearly articulate and document their methods to justify their actions. (RS)

ED 366 018 CS 508 424

Leichty, Greg; And Others
Core Works in Journalism and Mass Communication.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Intellectual Disciplines; *Journalism; *Mass Media; National Surveys; *Scholarly Journals; Scholarship; *Teacher Attitudes; *Textbook Selection
IDENTIFIERS- Professional Concerns; Research Synthesis; Teacher Surveys

A study investigated leading mass communication scholars' opinions concerning the most influential works in their development as scholars, what books or journal articles they would recommend for aspiring scholars, and which researchers in the field are doing promising work. Fifty-one scholars identified through previous studies as being the most productive mass communication scholars during the years 1980 to 1985 were sent open-ended questionnaires. Although 31 of 51 surveys were returned (for a response rate of 60%), several of the respondents felt unable to identify key works in mass communication and journalism because their background was in speech communication. Results indicated that: (1) respondents found it much easier to identify "classics" in mass communication and journalism than to identify "contemporary" core works; (2) several scholars bluntly stated that the field lacks a coherent center; (3) none of the journal articles receiving two or more nominations were published after 1976; and (4) scholars nominated as doing promising work included Steven Lacy, James Carey, Steven Chaffee, and Byron Reeves. Findings suggest evidence of an increasing diversity of voices within the discipline. (Tables listing books cited as most important in scholars' own development, books most recommended to aspiring scholars, and journal articles cited as most influential are included. Contains 15 references.) (RS)

ED 366 019 CS 508 426

Wambach, Julie Ann
Communication Styles and Problem Solving: An Introductory Small Group Communication Class.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Higher Education; *Interpersonal Communication; *Introductory Courses; *Problem Solving; *Small Group Instruction

attempt to use examples as claims. Another debate resolved that "this house should tear down walls." The government team discussed tearing down walls in relation to the barriers that keep the United States from funding the space program, and the "house" was the appropriations committee. The government team and the opposition team provided legitimate arguments supported by general knowledge evidence to produce a superior debate about real issues. Unfortunately, parliamentary debate does not always have argumentation at its heart because examples are being offered as claims rather than as evidence. Style and effective delivery are important to the development of competitive debate, but style should not be a substitute for substance. (RS)

ED 366 039 CS 508 446

Horrigan, Joan E.
Using the Hearst Text: Fundamentals of Parliamentary Law and Procedure, Second Edition: The Rules for Deliberative Assemblies. The National Parliamentary Project.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Course Descriptions; Higher Education; Leadership; *Parliamentary Procedures; *Textbook Content; *Textbooks
IDENTIFIERS- *Text Factors

The instructor of a course entitled "Leadership in Meetings" used as a textbook of "Fundamentals of Parliamentary Law and Procedure, Second Edition: The Rules for Deliberative Assemblies," sponsored by the William Randolph Hearst Foundation. Despite a strong endorsement of the text, the instructor had some reservations. For example, although the inclusion of answers at the end of the book is a popular feature for students, its instructional value is questionable. The stated purpose of the course was to offer students a greater awareness of his/her democratic heritage and the responsibilities of effective leadership in groups that use parliamentary procedure when making decisions. Class activities included: lectures, role playing in small groups, reports about attendance at meetings outside of class, quizzes, a mid-term exam, and a final exam. Some small-group activities worked well, but there were some difficulties with extemporaneous and impromptu "original" main motions and nonscripted dialogue. The Hearst text assisted in reducing the length of lectures to coincide with the attention span of more activity-oriented students. Few students expressed opinions about the text. Some students have used the parliamentary procedures they learned in the course in student government and other contexts. The Hearst text, because it represents a synthesis of basic concepts the instructor learned over the years, was invaluable to the instructor. (RS)

ED 366 040 CS 508 447

Eichenberg, Jennifer
Judge Adaptation from a Debater's Perspective.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech

PUB DATE- 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Admission (School); Admission Criteria; *Attendance; *Attendance Records; Audits (Verification); Compliance (Legal); Educational Finance; Elementary Secondary Education; Guidelines; *Public Schools; *Recordkeeping; *School Accounting
IDENTIFIERS- *California

This manual presents the body of laws, regulations, and practices related to attendance accounting and reporting in California public schools. Following the introduction, section 1 presents information on compulsory attendance, including residency requirements, interdistrict transfers, exemptions, absences, and truancy. Section 2 provides guidelines for understanding school admission policy and immunization requirements. The third section describes the apportionment-calculation process in terms of absences, instructional time requirements, emergencies and apportionment credit, and apportionment consequences of interdistrict/interstate attendance. Section 4 outlines procedures unique to particular programs, such as adult education, public college attendance, continuation education, county community schools, home/hospital instruction, independent study, juvenile court schools, opportunity education, regional occupational centers and programs, weekend classes, vocational education, and year-round education. The final section offers guidelines for attendance reports and recordkeeping, including basic requirements, software approval, and audits. Two indexes are included. (LMI)

ED 366 059 EA 025 559

Schmidt, Mary Lou
Fact Book, 1993-94: Handbook of Education Information.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Higher Education; *National Norms; Public Schools; *School Statistics; *State Agencies; *State Aid; Statistical Surveys; *Student Characteristics
IDENTIFIERS- *California

This annual Fact Book is a compendium of statistics and information on a variety of subjects and issues concerning education in California. It is designed to aid reporters covering education, and to serve as a reference for educators, legislators, and the general public. The 1993-94 Fact Book contains information on numerous issues: fingertip facts on education in California, State Superintendent of Public Instruction, State Board of Education, State Board of Education members, compulsory education and minimum school admission age, immunization and health checkup, frequent inquiries--education code information, home school/independent study/private school, high school diplomas and certificates, special education, child development programs, school facilities, year-round education, limited-English-proficient students, class size penalties and day work of the classroom; and (3) "Scenarios," which contains five scenarios based on real-life situations. The first booklet contains five action-on-policy papers that offer practical suggestions to improve discipline and lists of resources and references. (LMI)

ED 366 080 EA 025 582

Wendel, Frederick C., Ed.; Bryant, Miles T., Ed.
Reform in Administrator Preparation Programs: Individual Perspectives. UCEA Monograph Series.
PUB DATE- 90
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; Educational Administration; Educational Change; *Leadership; Leadership Training; *Management Development; Professional Development; *Theory Practice Relationship

This publication contains five chapters that focus on individual perspectives of reform in administrator-preparation programs. In "One Person's Links Between Administration and the Academy," Ann Weaver Hart offers a self-study that views administrative leadership as an ongoing process of social validation and socialization. Diana G. Pounder, in "Reflections of a Practitioner in Academia," provides an alternative view to the myth of the rational and all-knowing administrator. "Reappraising Personal Experience in the Reform of Curriculum in Educational Administration," by Paul V. Bredeson, examines the use of personal administrative experiences as a basis for thinking about and effecting curricular reform in educational administration. In "Career Assessment as a Guide to Administrator Preparation and Evaluation," Virginia L. Wylie and Robert O. Michael describe Valdosta State College (Georgia) faculty's development and testing of a career-assessment instrument that examines student perceptions of selected personal and professional factors in securing and succeeding in administrative positions. "Professional Formation and a Tri-Dimensional Approach to the Preservice Preparation of School Administrators," by John C. Daresh, presents a conceptual model for improving administrator-education programs that is based on greater university/school collaboration and increased provision of clinical learning opportunities. References accompany each chapter. (LMI)

ED 366 081 EA 025 583

Wendel, Frederick C., Ed.
The Changing Professoriate in Educational Administration. UCEA Monograph Series.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Faculty; Conflict Resolution; *Educational Administration; *Educational Change; Elementary Secondary Education; Higher Education; *Leadership; Leadership Styles; Organizational Change; Organizational Theories; *Professors; School Based Management; Schools of Education; *Teacher Educators

This publication contains three papers originally presented at the 1991 convention of the University Council for Educational

Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; Inquiry; Instructional Design; *Instructional Innovation; Partnerships in Education; *Preservice Teacher Education; Schools of Education; *Teacher Education

This book provides the vision and rationale for "centers of pedagogy" that can bring schools and universities together in a close, renewing relationship. It proposes a redesign of education that is grounded in a mission of enculturating students in a social and political democracy. The first four chapters address questions related to the nature and design of centers of pedagogy and their role in effecting the simultaneous renewal of schools and teacher-preparation programs. Chapters 5 and 6 describe curriculum issues that centers of pedagogy inevitably face and must resolve in program development. The seventh chapter addresses the inquiry processes of schools through which teachers can create good schools. For further improvement, interagency collaboration and reasoned discourse are needed. The final chapter illustrates that the major sets of conditions embraced by the postulates for program renewal (explained in chapter 3) are not unrealistic and unattainable. The chapter summarizes the process from conceptualization to implementation and revisits the themes of the preceding chapters: from steps toward creating new settings, to heartening examples of commitment and leadership, to exemplary curriculum development, to the establishment of school-university partnerships, to the transformation of school and university cultures, to collaboration involving agencies beyond schools and universities, to influences on state policies. An index, references, and seven figures are included. (LMI)

ED 366 102 EA 025 608

How Safe Are Our Children? Senate Task Force on School Violence, Hearing.
PUB DATE- 29 Jun 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Busing; *Crime Prevention; *Discipline Problems; Elementary Secondary Education; Hearings; Illegal Drug Use; *Juvenile Gangs; *Police School Relationship; School Safety; *School Security; *Violence
IDENTIFIERS- *California

On June 29, 1993, a Senate Task Force on School Violence hearing was held at the California State capitol. The hearing examined the issues of violence on school campuses. Victims of campus crime, relatives of murdered students, administrators, law enforcers involved in campus safety, and students who themselves committed crimes in school spoke at the hearing. Witnesses at the hearing made a number of recommendations on how to decrease the number of violent incidences on campus. Issues of gang involvement in the rise of campus crime, the effects that growing up in a dysfunctional family have on a child's propensity to become violent, what teachers can do to instill antidrug and anticrime sentiment in students, and why blame for rising crime in suburban schools is being placed on busing were all discussed at the hearing. Witnesses endorsed various security measures to ensure students' safety. A district hearings officer summed up the feelings of most at the hearing, saying that crime in schools is a product of today's

This study examined the ratings by special education teachers of a series of 34 potentially irritating behaviors exhibited by school building administrators. A sample of 94 special education teachers employed in 19 school systems was asked to rate the 5 most irritating behaviors of these administrators. The five most irritating behaviors were: (1) shows favoritism, (2) is inconsistent in making decisions, (3) forgets what it's like to be in the classroom, (4) is more interested in the appearance of the program than its quality, and (5) handles discipline problems poorly. A sixth response, "rarely or never compliments me," was also very frequently selected. The survey itself is attached. (Contains 21 references.) (Author/DB)

ED 366 122 EC 302 716

Stuart, Judy L.; Goodsitt, Jodi L.
Utilizing a Transition Liaison in Discharge Planning.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); Delivery Systems; Educational Needs; Elementary Secondary Education; Family Programs; *Hospitalized Children; Hospitals; Medical Services; *Special Health Problems; *Transitional Programs
IDENTIFIERS- *Case Management

This paper proposes and describes use of a Transition Liaison individual, together with a discharge plan, to facilitate the successful discharge and transition of hospitalized children to the family and community-based services. Increased and more accurate communication between the family and professionals is seen as one of the primary benefits of utilizing a Transition Liaison. The Transition Liaison should be an individual knowledgeable in medical terminology and hospital procedures as well as in community and school services. The Transition Liaison's role would include ensuring compliance with regulations, initiating a discharge plan when a child is admitted to a hospital unit, and updating the plan on an ongoing basis. The Transition Liaison can also help teachers meet the special health needs of the child in the classroom and devise a system to prevent the child's falling behind if rehospitalization is necessary. (Contains 29 references.) (DB)

ED 366 123 EC 302 717

Assistive Devices for Reading. Reference Circular No. 93-02.
PUB DATE- Sep 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Assistive Devices (for Disabled); Blindness; Braille; Closed Circuit Television; *Communication Aids (for Disabled); Computer Oriented Programs; Electromechanical Aids; Electronic Equipment; Input Output Devices; *Low Vision Aids; *Physical Disabilities; Reading Materials; Sensory Aids; Speech Synthesizers; *Visual Impairments

This reference circular lists devices designed to provide people

These instructional materials are designed to improve the performance of paraeducators working with school-age students with disabilities in inclusive classrooms. The modules cover: (1) roles of paraeducators working in inclusive classrooms; (2) communication and team-building skills; (3) human and legal rights of children and youth with disabilities and their families; (4) human development; (5) the instructional process (individualized education plans, assessment, data collection, goals and objectives, instructional interventions, strategies for tutoring and reinforcing lessons, teaching reading, teaching arithmetic and mathematics, and teaching language arts); (6) appreciating diversity; and (7) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (JDD)

ED 366 142 EC 302 736

Pickett, Anna Lou; And Others
A Core Curriculum & Training Program To Prepare Paraeducators To Work in Center & Home Based Programs for Young Children with Disabilities from Birth to Age Five.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 93
NOTE- 228p.; For related documents, see EC 302 734-735.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Communication Skills; Competency Based Education; *Disabilities; Family Involvement; Home Programs; *Mainstreaming; *Paraprofessional School Personnel; Preschool Children; Preschool Education; Safety; *Staff Role; Student Rights; *Teaching Methods; Team Training; Training
IDENTIFIERS- *Center Based Programs; Diversity (Student); *Home Based Programs

These instructional materials are designed to provide personnel developers and trainers with resources that can be used to improve the performance of paraeducators working in center-based and home visitor programs for young children with disabilities from birth to age 5. The modules cover: (1) roles of paraeducators working in inclusive environments for young children; (2) communication and team-building skills; (3) human and legal rights of children and youth with disabilities and their families; (4) human development; (5) the instructional process (individualized education and family services plans, assessment, data collection, goals and objectives, instructional interventions, and facilitating inclusion using developmentally appropriate activities); (6) working with families; (7) appreciating diversity; and (8) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (JDD)

ED 366 143 EC 302 737

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Curriculum Development; *Educational Methods; Educational Policy; *Educational Principles; Elementary School Students; Elementary Secondary Education; *Gifted; Homogeneous Grouping; Language Arts; Mathematics Education; Program Development; Reading Instruction; Science Education; Secondary School Students; Social Studies; *State Standards; Teaching Methods
IDENTIFIERS- *Kansas State Board of Education

This curriculum guide is intended to assist educators to maximize the performance of gifted students and others in required subject areas and is keyed to initiatives of the Kansas State Board of Education (KSBE). Part 1, the introduction, describes the guide's development, states the guide's purpose, specifies the students to be served, and considers program design for the gifted. Recommended program design policies address 10 areas including minimum time, budget, homogeneous grouping, and acceleration possibilities. Part 2 focuses on curriculum differentiation. This covers: (1) general principles (e.g., an integrated, nonfragmented approach and use of effective teaching methods and strategies); (2) process skills (students, products, and projects); (3) content modifications (principles, communication/language arts/reading, mathematics, science, and social studies); (4) teaching required skills; and (5) student evaluation. Part 3 addresses staff development and Part 4 specifically relates curriculum strategies to KSBE directions. (Contains 105 references.) (DB)

ED 366 161 EC 302 764

Gaudin, James M., Jr.
Child Neglect: A Guide for Intervention. The User Manual Series.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Apr 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Child Neglect; Child Rearing; *Definitions; Delivery Systems; Elementary Secondary Education; *Etiology; Evaluation Methods; *Family Problems; Family Programs; *Identification; *Intervention; Prevention; Stress Variables

This manual provides a state-of-the art review of child neglect in the United States, its nature, causes, and the implications of that knowledge for preventive and remedial intervention. After an introduction, the first chapter considers the definition of neglect including types of neglect, the withholding of medically indicated treatment from newborns, prenatal exposure to drugs, failure to thrive/malnutrition, and chronic versus "new" neglect. The next chapter discusses the causes of neglect including parents' developmental history and personality factors, characteristics of children and family system factors, contextual sources of stress and support, informal support systems, and stress. The third chapter

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Methods; Chinese; *Classroom Techniques; College Freshmen; Educational Theories; *English (Second Language); Foreign Countries; Grammar Translation Method; Higher Education; Language Teachers; Learning Theories; Linguistic Theory; Second Language Instruction; *Teaching Methods
IDENTIFIERS- Total Physical Response

The question in English-As-Second-Language (ESL) classrooms is not whether a teaching method is good or not, but whether the teacher knows how, for what purpose, for what kind of students, and in what language situation a particular method is used to enhance learning effectively. In teaching English to Chinese students at Xi'an Foreign Language University (China), a teacher considered several factors (age, level of proficiency, native language, place where English was taught, and motivation) in choosing methods. The teacher's perception of the purpose of teaching (to enable students to acquire strong linguistic competence in the shortest possible time) also influenced the decision about teaching method. One method chosen was the audiolingual method. The grammar-translation method is also good for promoting language proficiency among students, and the advantages of using this method with Chinese ESL learners are: (1) teachers can bring to the students' attention the conceptual differences between English and Chinese; and (2) translation in the classroom is both economic and effective in explaining a concept. Another approach to grammar rules, the total physical response approach, is also described. When beginning adult ESL learners, the emphasis should be placed on listening and speaking because these skills can help them practice new vocabulary, sentence structure, and grammar rules. Pattern drill exercises help students to acquire the basic skills, especially patterns. Teachers should take time to analyze criticisms associated with various teaching methods before actually choosing one. Methods should be chosen from the most mechanical to the most communicative. (Contains 11 references.) (JP)

ED 366 180 FL 021 732

Flemming, Donald N.; And Others
All Things to All People: A Primer for K-12 ESL Teachers in Small Programs.
PUB DATE- 93
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Administrator Role; Comparative Analysis; Elementary School Teachers; Elementary Secondary Education; *English (Second Language); Extracurricular Activities; Family Influence; Foreign Students; Immigrants; Language Teachers; *Limited English Speaking; Mainstreaming; Mentors; Nurses; Parent Attitudes; Peer Relationship; Program Design; Program Development; Public Schools; School Counselors; Secondary School Teachers; Second Language Instruction; Social Support Groups; Student Adjustment; *Student Characteristics; Student School Relationship; *Teacher Role; *Teacher Student Relationship

This primer describes the comprehensive nature of the role of the

of English to Speakers of Other Languages (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Electronic Classrooms; *Electronic Mail; Intercultural Communication
IDENTIFIERS- *Pen Pals

This paper offers advice to instructors for arranging cross-cultural communication through electronic e-mail. After acquiring user identifications, checking the reliability of the equipment, and finding an electronic penpal class, teachers should communicate their goals and requirements to each other and pair students together. Teachers can then teach students to send, print, save, download, and upload messages. Helpful hints for successful electronic exchanges, and for possible e-mail activities are offered. Ways that teachers can make the process easier for students are also described. Information on obtaining a penpal class is given. (JP)

ED 366 200 FL 021 786

Kachru, Braj B., Ed.
Twenty-Five Years of Linguistic Research and Teaching at the University of Illinois at Urbana-Champaign. Graduate Research by Doctoral and Master's Degree Students.
PUB DATE- 92
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational History; Graduate Study; Higher Education; *Language Research; *Linguistic Theory; *Program Development; *Researchers; *Student Research
IDENTIFIERS- *Institutional History; *University of Illinois Urbana Champaign

A special issue of the journal, dedicated to Henry B. Kahane, the late founder of the Department of Linguistics at the University of Illinois at Champaign, celebrates the department's first 25 years. It contains three parts. The first consists of specifically commissioned papers originally written in 1973-74 and meant for a specific project, including: an introduction (Henry Kahane, Braj B. Kachru); "Linguistics in the Midwestern Region: Beginnings to 1973" (Kachru); "History of the Department of Linguistics at the University of Illinois at Urbana-Champaign" (Kahane); "The European Emigree" (Kahane); "Tales of an Eager then Lonely then Contented Dinosaur" (Charles E. Osgood); "How To Find the Right Tree To Bark Up" (Robert B. Lees); "Three Linguistic Reincarnations of a Kashmiri Pandit" (Kachru); and "A Sense of Perspective" (Charles W. Kisseberth). The second part contains memorial tributes to Henry Kahane. Part 3 consists of abstracts of the dissertations and theses of doctoral and master's degree candidates in the department, including research in progress up to August 1992. These works are also indexed by author, language, region, area of concentration, and advisor. (MSE)

ED 366 201 FL 021 791

Otanes, Fe T., Ed.; Wrigglesworth, Hazel
Binukid Dictionary.
PUB DATE- 92
NOTE- 248p.

of the Institute of Language in Education (Hong Kong, December 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Class Activities; Classroom Techniques; Documentaries; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Interviews; *Listening Skills; Music; News Reporting; Second Language Instruction; Skill Development; Travel; Videotape Recordings
IDENTIFIERS- Authentic Materials; *Music Videos; *STAR TV; Taiwan

The transcript of a conference presentation describes, with audience activities, one college instructor's use of videotaped television broadcasts for English-as-a-Second-Language instruction in Taiwan. The method, intended primarily for developing listening skills, makes use of English-language satellite television now widely available. Students use taped broadcasts in class and are encouraged to watch the same network in their leisure time. When the teacher first used the method, she relied heavily on news broadcasts. Later, additional formats were introduced, including a documentary, a travel show, an interview, and a music video. Classroom techniques and activities for each format are described; group questions and handouts used in the presentation are appended. (MSE)

ED 366 222 FL 021 845

Katchen, Johanna E.
Learning To Listen to Authentic English from Satellite TV.
PUB DATE- Jan 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Thai Teachers of English to Speakers of Other Languages (14th, Bangkok, Thailand, January 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Class Activities; Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; *Listening Skills; *News Reporting; Second Language Instruction; Skill Development; Student Attitudes
IDENTIFIERS- Asia; Authentic Materials; *Music Videos; *STAR TV; Taiwan

The transcript of a conference presentation describes, with audience activities, one college instructor's use of videotaped television broadcasts for English-as-a-Second-Language instruction in Taiwan. The method, intended primarily for developing listening skills, makes use of English-language satellite television now widely available. Students use tapes of authentic broadcasts in class and are encouraged to watch the same network in their leisure time. A primary objective is for students to feel comfortable enough with English language listening to undertake it on their own. News broadcasts and music videos have been particularly useful instructional materials. The news stories broadcast on the satellite network are generally of international or general human interest, address varied topics, are authentic, contain varied language, are culturally structured, and because of their nature, often provide additional aids to comprehension. The topics may applicants and registered applicants by education source of applicants; (7) distribution of secondary school and regular applications by geographic origin as a percentage of total applications for each university; (8) geographic groupings in Southern Ontario; (9) distribution of secondary school and regular applicants by geographic origin as a percentage of total registered applicants for each university; (10) distribution of secondary school applicants and registered applicants by age and sex; (11) distribution of regular active applicants and registered applicants by age and sex; (12) distribution of secondary school active applicants and registered applicants by country and citizenship and immigration status; (13) distribution of regular applicants and registered applicants by country of citizenship and immigration status; (14) applicants and registered applicants by program and gender; (15) reconciliation of statistics on applicants in first-year post-secondary school programs, registered applicants and first year registrants. Appendixes list program groupings and geographic groupings. (JB)

ED 366 241   HE 027 082

McKinnon, Norma Cole
Strategic Planning in a Small, Liberal Arts University.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Educational Planning; Higher Education; Institutional Mission; Institutional Role; Liberal Arts; *Long Range Planning; Organizational Objectives; *Private Colleges; Self Evaluation (Groups); *Strategic Planning; Universities
IDENTIFIERS- *Atlantic Baptist Coll NB

Atlantic Baptist College, a small liberal arts institution in New Brunswick, Canada, developed a strategic planning process for long-range planning and used the new structure to create a 5-year institutional plan. The following principles guided the planning process: (1) all senior administrators participated directly in every aspect; (2) planners focused on substance not form and designed the plan to be simple and flexible; and (3) all levels of staff contributed to the process. The planning committee consisted of the senior administration, two full-time and two part-time faculty members, two students, two members of the Board of Governors, and staff from various departments. Using a modified version of Robert C. Shirley's strategic analysis model, the Committee identified external forces that would affect the College and distinguished strengths, weaknesses, constraints, and opportunities. Subsequently the Committee developed a list of five factors for each of four key areas and a statement of values and assumptions driving the plan. The Committee then opened the process to the institutional community in general for discussion and input. The final 5-year plan includes a mission statement, planning assumptions, a vision for the 21st century, and goals and objectives. In the final step members developed action plans for each major department. The appendix contains a complete copy of the final strategic plan. (JB)

ED 366 242   HE 027 083

Folger, John; Jones, Dennis P.

PUB DATE- 31 Oct 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; Cooperative Planning; Employer Attitudes; *Field Tests; Food Service; Foreign Countries; Models; *Partnerships in Education; Questionnaires; Regional Planning; *Standards; Student Attitudes; *Tourism; *Vocational Education
IDENTIFIERS- *Canada (West)

The Tourism Standards Consortium (TSC) is a partnership of the governments of Canada's western provinces (Alberta, Manitoba, Saskatchewan, and British Columbia), the provinces' tourism industries, and the Pacific Rim Institute of Tourism in British Columbia. In an effort to increase professionalism in Western Canada's tourism industry, the TSC initiated a process of industry-led development of occupational standards and a challenge model certification process. Two occupations, food and beverage server and local tour guide, were selected to field test the certification process. In 1992, a formative evaluation of the certification process was conducted. The certification process components (written examination, on-the-job performance review, and industry evaluation) were field-tested on 198 candidates (79 have been certified, 34 are still completing the certification process, 15 failed the written examination and did not reregister, 35 dropped out of the process, and 35 others are either waiting for industry evaluation or still need prerequisites). Input on the certification process from candidates, invigilators, supervisors, industry evaluators, and provincial coordinators and certification assistants was obtained through telephone interviews and written questionnaires. The participants, particularly the candidates, were pleased with the certification process and the benefits of becoming certified. (Appended are the eight interview/survey instruments, formative evaluation schedule, survey results from each of the respondent groups, and feedback on the standards.) (MN)

ED 365 783 CE 065 359

Newman, Anabel P.; Lehman, Bernadette
Coalition Building for Adult Literacy: Historical and Organizational Perspectives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Involvement; Educational Practices; *Educational Trends; Guidelines; Information Networks; Institutional Cooperation; *Literacy Education; Models; National Programs; *Organizational Development; *Partnerships in Education; Program Development; School Community Programs; Shared Resources and Services; State Programs
IDENTIFIERS- *Coalitions

Selected successful literacy coalitions were examined to identify key issues and trends in coalition building. The six key issues identified (focus and functions, funding, governance, membership, key figures, and evaluation) were used as a data were unable to be summarized in this format and thus are included in the text.) (MN)

ED 365 801 CE 065 407

An Inventory of Skills and Knowledge Necessary for a Career as a Data Processing Equipment Maintenance Technician, Computer Technician, or Computer Repairer.
PUB DATE- Aug 93
NOTE- 24p.; Prepared by the Statewide Technical Committee on Computer Repairer.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computers; Data Processing; *Educational Needs; Employment Qualifications; *Equipment Maintenance; High Schools; *Job Skills; *Machine Repairers; Occupational Information; *Office Machines; Postsecondary Education; Statewide Planning; Technical Education; Two Year Colleges
IDENTIFIERS- *Hawaii; Tech Prep

In response to a mandate in the 1984 Perkins Act, representatives of Hawaii's computer/data processing industry and state council on vocational education formed a technical committee to develop an inventory of the skills and knowledge necessary for a career as a data processing equipment maintenance technician, a computer technician, or a computer repairer. Relevant materials available from other states were reviewed. A preliminary inventory was drafted by State Board for Vocational Education staff and then revised three times after a group meeting and person-to-person interviews. The following issues were considered during the development process: future directions of the industry, employment opportunities, the amenability of computer repairer curricula to being converted to a 2 2 2 training configuration, and new skill technologies. The inventory ultimately developed contained 108 skills in the following areas: fundamentals of data processing equipment and general systems; system architecture; central processing unit architecture and timing; tools and test equipment; buses, protocols, and handshakes for input/output operations and communications; generic troubleshooting; miscellaneous concerns; safety; knowledge of software; and attitudes and social skills. (Appended are data on employment opportunities for computer repairers in Hawaii.) (MN)

ED 365 802 CE 065 411

Employment Service. Improved Leadership Needed for Better Performance. Report to the Chairman, Subcommittee on Employment Opportunities, Committee on Education and Labor, House of Representatives.
PUB DATE- Aug 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Role; *Employment Services; *Federal Programs; *Job Placement; Program Administration; *Program Effectiveness; Program Evaluation; Public Agencies; State Programs
IDENTIFIERS- *Department of Labor; *Employment Service

A study examined local U.S. Employment Service (ES) office placement performance and the role of the U.S. Department of Labor (DOL) in guiding and monitoring state and local ES instruction is seen as problematical. One myth is that successful integration relies solely on teacher commitment and cooperation. The reality is that although teachers play a significant role in integrating academic and vocational education, they cannot effect significant change in the teaching and learning process without administrative, institutional, community, and state support. Institutions can facilitate integration by considering new policies for delivering integrated instruction. Integrated academic and vocational instruction also requires the cooperation of local schools and state-level policy boards. On the community level, administrators can obtain direction for their integration efforts by working with the business community to determine competencies needed by local employers. A second myth is that integration will result in the loss of teaching positions. In reality, enrichment rather than elimination describes the nature of teaching positions in an integrated education system. A final myth is that integration results in the majority imposing their will on the minority. Partnerships are the key to successful integration efforts. One technique fostering cooperation and collaboration is to use the consensus strategy approach. (YLB)

ED 365 821 CE 065 449

Manly, Donna
Workplace Education Evaluation Design Checklist. Draft.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 93
NOTE- 22p.; Also supported by the Wisconsin State AFL-CIO, Wisconsin Manufacturers and Commerce.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Check Lists; *Corporate Education; *Evaluation Criteria; Information Sources; *Outcomes of Education; *Program Administration; *Program Design; *Program Evaluation
IDENTIFIERS- Workplace Literacy

This checklist is designed as a tool for individuals involved in developing, evaluating, and enhancing workplace education programs. Program planners may use the checklist to determine the nature of recommended program components and evaluation tools, and persons involved in active workplace education programs may use it to make benchmark comparisons and/or explore enhancements to existing program components and evaluation designs. Section 1 lists indicators pertaining to the following aspects of program design and administration: program design and planning, education center development and maintenance, workplace educational skills analysis, curriculum development, program support services, participant recruitment and program promotion, peer advising, instruction, participant assessment, professional development, and program evaluation. Compiled in Sections 2 and 3 are participant achievement and program outcome indicators. Presented in Section 4 are examples of the following types of evaluation tools that may be used separately or in various combinations: stakeholder anecdotal information, participant achievement data, workplace education program data, and workplace data. Guidelines for using the checklist and a glossary of key terms are included. (MN)

ED 365 822 CE 065 450

by FEU colleges: institutional development, resourcing, quality, adults, collaboration, flexible colleges, learner and learning support, core skills, National Vocational Qualifications, credit-based systems, and staff development. The reports are all based on the results of a project during which 22 FEU colleges were asked to audit their current position relative to each of the identified issues, analyze the challenges facing them, and formulate action strategies. Each report includes a summary of the colleges' perspectives, "snapshots" of the colleges' activities and experiences, and some key questions for consideration. Presented next are case studies of the following FEU colleges: Gateshead, Handsworth, Llandrillo, Lowestoft, Nelson and Colne, Tresham, and Yeovil. A matrix detailing college and themes, a list of 80 related FEU publications, and lists of participating colleges and advisory group members conclude the guide. (MN)

ED 365 839 CE 065 482

Cocheu, Ted
Making Quality Happen: How Training Can Turn Strategy into Real Improvement. The Jossey-Bass Management Series.
PUB DATE- 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Job Development; Job Satisfaction; *On the Job Training; *Organizational Development; Organizational Effectiveness; *Organizational Objectives; Organizational Theories; Planning; *Quality Control; *Staff Development; Systems Development; Teamwork; *Work Environment

This book, written by an organizational development director and consultant in the fields of quality improvement, management, and design of training systems to Fortune 500 clients, offers a six-step improvement strategy and a six-phase training curriculum that can be adapted to the needs of companies in various fields. Seven chapters present ideas on how to make training effective, how it all fits together, how training integrates with strategy, and how to develop the organization by developing people. Chapter 1 describes what must be done to improve quality and establishes the context for the succeeding chapters. Chapters 2-7 describe each of the six training phases in detail, showing what kind of training is needed at every level of the organization, when it is needed, and how people can acquire the relevant concepts, techniques, and skills. Chapters cover the following topics: building a leadership foundation, gaining understanding and commitment throughout the organization, implementing a quality management system, empowering improvement teams, improving production and business processes, and creating a learning organization. A resource section at the end of the book provides an overview of quality as seen by five quality experts: W. Edwards Deming, Joseph M. Juran, Armand V. Feigenbaum, Philip Crosby, and Masaaki Imai. Contains 83 references. (KC)

ED 365 840 CE 065 483

McCoy, Carol P.
Managing a Small HRD Department: You Can Do More than You Think. First Edition.
PUB DATE- 93
NOTE- 272p.; Jossey-Bass Management Series.
LANGUAGE- English

education and vocational training are offered by the local education committees in all 286 municipalities. Municipal authorities are also mandated to organize adult basic education. Special adult educational opportunities include Swedish language instruction for immigrants, adult education for intellectually handicapped persons, national schools that offer the same kind of formal adult education as does municipal adult education, and public libraries and audiovisual centers. Participants in employment training receive free tuition and training allowances. Access is conditional on current or imminent unemployment. Inhouse education has expanded faster than any other form of adult education. The major trade unions have shown keen interest in the form and content of adult education. More responsibility for adult education has been vested in the municipalities; activities once controlled by regulations and funding are now managed by objectives and results. All categories of adult education generally receive government subsidies. Trade unions have assumed a leading role in program coordination; municipal governments and educational associations have initiated far-reaching collaboration. (YLB)

ED 365 858 CE 065 507

The Displaced Homemaker Program. 1989-91 Biennial Evaluation Report.
PUB DATE- Jan 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Programs; *Cost Effectiveness; *Displaced Homemakers; Economically Disadvantaged; Employment Services; *Job Placement; Job Training; *Program Effectiveness; Program Evaluation; State Programs; Success; Welfare Recipients; Womens Education
IDENTIFIERS- Washington

The 2-year evaluation of the Displaced Homemaker Program in Washington focused on the primary purpose of the program--to assist displaced homemakers in attaining independence and economic security. Approximately 2,042 eligible displaced homemakers completed the intensive instructional services component; the program served a total of 34,659 persons. The average hourly wage for program completers reflected an increase above the average from the previous biennium's hourly wage. With an overall 57 percent employment rate, it was anticipated that 355 persons receiving Aid for Families with Dependent Children were employed because of the training. Along with revenue generated through employment, savings in welfare payments resulted from job placements. The program offered a variety of services in two areas: instruction and support. The program was most effective in reducing barriers to employment. Participants received information regarding employment and training opportunities, became aware of their skills and abilities, increased self-confidence, developed clearer employment goals, and learned new job search skills. A key factor in the success of the program was the collaboration among various agencies and organizations that resulted in savings and the reduction of service duplication by state agencies. Appendixes include a list of contractors, a listing of letters of intent to apply, information on contractor activities, and participant demographics. (YLB)

ED 365 859 CE 065 511

correct operation of a seven-segment display driven by a decoder driver and a decade counter; (19) performing minimum performance check of an eight trace logic analyzer; and (20) verifying proper operation of a frequency counter. (KC)

ED 365 876   CE 065 633

Southworth, Julie; Kammerer, William R.
Competency Exams for Food Production-Related Occupations. Student and Instructor Manuals.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- Jun 93
NOTE- 150p.; For related documents, see CE 065 629-632.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Cooking Instruction; Dining Facilities; *Food Service; Foods Instruction; Job Skills; Occupational Home Economics; *Performance Tests; Postsecondary Education; *Test Items; Test Manuals; Work Sample Tests

This document contains 20 competency-based examinations with student and instructor manuals for food production-related occupations. For each of the examinations, the student manual contains the following: the competency, the performance objective, directions, the materials and equipment needed, a space to note time started and time finished, and the competency examination, which consists of tasks to perform. The instructor's manual includes the same materials as the student manual, with specific instructions to the examiner and a competency examination rating sheet. The 20 examinations cover the preparation of the following foods: coffees made by different methods, single eggs, cream soup, clear soup, quick bread muffins and biscuits, drop cookies, yellow cake, pie and pie crust, spaghetti sauce, fried egg, quick-cooking hot breakfast cereals, frozen asparagus, club sandwich, grilled hamburger, grilled boneless ribeye steak, and steamed rice. Additional units concern reconstituting dry onions, cutting a whole chicken into serving sizes, and providing dining room services. (KC)

ED 365 877   CE 065 634

A 1   1 (2) High-Technology Partnership in Manufacturing Engineering Technology. Texas Educational Articulation Model for Manufacturing Engineering Technology (TEAM-M).
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- Jun 93
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Course Content; *Course Descriptions; *Curriculum Development; Educational Planning; *Engineering Technology; Higher Education; Institutional Cooperation; *Integrated Curriculum; *Manufacturing; Statewide Planning; Technical Institutes; Two Year Colleges

an unprecedented rise in the number of children killed by firearms, as well as in the number of increasingly younger and better-armed juvenile offenders. From 1985 to 1990, the number of teenagers murdered by firearms has doubled; at the same time the number of 15-year-old males charged with murder has increased by 217%. This report presents not only the statistical documentation of the toll gun violence takes on young people, but highlights the human side of the story as well. Four areas are considered: firearm homicide and youth; youth and firearm suicide; firearms and unintentional deaths; and gun violence in schools. The easy accessibility of firearms is a major problem. The availability of firearms has made firearm injuries the second leading cause of death behind motor vehicle accidents among youth ages 10 to 19. Among the recommendations that would help alleviate gun violence among children and adolescents were: removing handguns from homes with children, getting students involved in the cause of handgun violence, and mounting a massive public education program detailing the dangers of firearms. (NB)

ED 365 898   CG 025 160

Freedman, Marc; And Others
The Quiet Revolution: Elder Service and Youth Development in an Aging Society.
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Nov 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Development; Adolescents; *Aging (Individuals); *Futures (of Society); *Intergenerational Programs; *Older Adults; *Volunteers

Section I of this paper notes that, because the mandate of this paper is to explore the potential contributions of older adults to adolescent development, its particular focus will be on elder service initiatives and on the practices and policies required to stimulate intergenerational cooperation. The argument is offered that engaging elders to work directly with adolescents, particularly young people growing up in poverty, constitutes one of the most compelling ideas on the social policy landscape. Despite the compelling calls to action, one finding of this paper is that a considerable gap still exists between the promise of elder service to youth and what is found in practice. Section II examines the rationale for intergenerational programing in general and for engaging older adults to serve adolescents. Section III surveys the landscape of elder service efforts along with other intergenerational programs, policies, and support activities in this area. Section IV analyzes the translation of this rationale into reality, examining the elder service gap existing between promise and practice. Section V looks at program and policy measures that might close that gap, simultaneously advancing elder service, adolescent development, and intergenerational cooperation. Section VI offers a set of concluding comments on this enterprise and its meaning. The paper concludes that, while this gap will not be bridged easily and will require genuine institutional change, closing it is an objective worth pursuing. (NB)

ED 365 899   CG 025 161

support the advisory concept; (5) advisory programs be well-planned; (6) advisory programs be permanently scheduled into the school day; (7) advisory programs do not become another add-on responsibility; (8) advisory programs be flexible; (9) a network be established among middle schools to share ideas; and (10) additional research be conducted into other aspects of middle schools. Included in this document is a brief synopsis of the content of advisory programs in the 16 schools. (NB)

ED 365 919 CG 025 183

Blyth, Dale A.; Roehlkepartain, Eugene C.
Healthy Communities, Healthy Youth: How Communities Contribute to Positive Youth Development.
PUB DATE- Aug 93
NOTE- 77p.; For a related document, see CG 025 184.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Community Role; High Schools; High School Students; Youth Problems; *Youth Programs

This document uses data from 112 communities that have surveyed 9th- through 12th-grade students with "Search Institute Profiles of Student Life: Attitudes & Behaviors" to examine the way youth experience their community's strengths and how these factors contribute to youth development. A section on study highlights identifies six key findings: (1) communities vary considerably in their success in protecting youth from at-risk behavior and in providing a nurturing, healthy environment; (2) community-level institutions are the source of the most powerful strengths in promoting community health; (3) a healthy community not only benefits youth who already have many assets in their favor, but is particularly powerful in protecting vulnerable youth who have fewer personal assets in their lives; (4) while caring and supportive families make a major difference in the lives of their own youth, family factors do not differ very much between the healthiest and lest healthy communities; (5) only when most youth in a community experience a strength does it become a powerful predictor of the community's health; and (6) while individual community strengths may not have a dramatic impact, they become powerful when drawn together. Chapter 1 provides a wide-angle perspective on youth development. Chapter 2 examines the challenge of measuring community health. Chapter 3 identifies community strengths and community health. Chapter 4 looks at the community impact on vulnerable, average, and high-asset youth. Chapter 5 suggests strategies for change. (NB)

ED 365 920 CG 025 184

Benson, Peter L.
The Troubled Journey: A Portrait of 6th-12th Grade Youth.
PUB DATE- 93
NOTE- 94p.; For a related document, see CG 025 183.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Elementary School Students; Intermediate Grades; Preadolescents; Prosocial Behavior; Secondary Education; Secondary School Students; *Student Characteristics; *Well Being; *Youth Problems

This report provides a composite look at public schools in the activity, the rural school pupil must be able to make use of content acquired. The result of separating facts from opinions, reality from fantasy, and accurate from the inaccurate is critical thinking. Being good readers assists rural school pupils to achieve objectives that are vital for their long-term goals. (RS)

ED 365 938 CS 011 529

Ediger, Marlow
Reading in Science.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; Critical Thinking; Elementary Education; Elementary School Science; Problem Solving; Reading Processes; *Reading Skills; Skill Development; *Word Recognition

Reading is a skill that can complement a hands-on approach in learning relevant facts, concepts, and generalizations pertaining to different units of study. Teachers should guide students to have the ability to identify unknown words prior to their actual reading of subject matter in science. Pupils tend to make minimal mistakes in word recognition when teachers introduce assumed unknown words prior to the actual reading of content. Prior to reading science content, teachers should use pictures or other audio-visual materials to assist learners to secure background information. Science teachers should always notice the kinds of errors pupils make in reading. The following kinds of pupil errors in reading science content should be evaluated by the teacher: mistakes made in sound/symbol relationships in reading; weaknesses noticed in pupils not being able to divide words into syllables; and difficulties in using context clues. Pupils should reflect upon subject matter encountered and develop their problem-solving skills. Reading, along with other activities and experiences, should provide a variety of endeavors to secure pupil interest. (RS)

ED 365 939 CS 011 530

Comprehensive Instructional Management System--Communication Arts: Whole Language Network 1992-93. OREA Report.
PUB DATE- Sep 93
NOTE- 47p.; For the 1991-92 report, see ED 357 334.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Education; *Faculty Development; *Inservice Teacher Education; Program Effectiveness; Reading Research; Student Attitudes; *Teacher Attitudes; Teacher Improvement; *Whole Language Approach
IDENTIFIERS- Alternative Assessment; New York City Board of Education

A study investigated teachers' and staff developers' perceptions and assessment of the Whole Language Network (which assists teachers in using the whole language approach), the support provided to participants, changes in teaching and assessment practices, and the effects of such changes on student attitudes and achievement. A total of 164 teachers in 5 Community School Districts in the New York City school system participated in the Network during 1992-93. Results indicated that: (1) almost

Fluellen, Jerry
Making Memoirs and Visions: An Inquiry Based Thematic Unit for Helping 5th Graders To Retain, Understand, and Make Active Use of Knowledge.
PUB DATE- 9 Feb 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Age; *Critical Thinking; Elementary School Students; Grade 5; Intermediate Grades; Learning Processes; *Race; *Sex; Thematic Approach; Units of Study; Whole Language Approach
IDENTIFIERS- Active Learning; *Power

A year-long thematic unit for fifth-graders combines critical thinking and whole language frameworks to help students retain, understand, and make active use of knowledge within and across domains. Using systematic instruction in critical thinking, students explore the fundamental human concepts of race, sex, age, and power. David Perkins' "knowledge as design" method of critical thinking, the National Council for Excellence in Critical Thinking framework for teaching and assessing critical thinking, S. Lytle and M. Botel's Pennsylvania Framework for reading, writing, and talking, and Howard Gardner's theory of multiple intelligences are integrated to help students read and remake the world. (Contains 13 references.) (Author/RS)

ED 365 958 CS 011 553

Wartenberg, Arlene D.
Andragogy and Whole Language: A Perfect Match.
PUB DATE- 15 Mar 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Delaware Valley Reading Association (Merion, PA, March 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Andragogy; Language Experience Approach; *Reading Improvement; Reading Skills; *Student Motivation; *Whole Language Approach; Writing (Composition); *Writing Improvement; Writing Skills
IDENTIFIERS- Purpose (Composition)

This paper was designed to show that the two seemingly disparate concepts of andragogy (the study of how adults learn) and whole language are compatible and should be considered by planners and implementers of adult literacy programs. Guiding principles that both andragogy and whole language share are: (1) active participation of learners; (2) use of real-life situations; (3) learners learn best when they have a need; and (4) learning is built upon past experiences. Whole language strategies suitable for the adult learner include: the language experience approach; use of meaningful texts; retelling and reacting; writing to solve everyday needs or problems; and strategy instruction. A middle-level manager in a large corporation worked in a tutorial situation for a year-and-a-half to improve his reading and writing skills. The tutor used a variety of whole language approaches suitable for adult learners. To motivate the adult literacy learner, the tutor used the manager's Vietnam War experiences and his desire to read and

Improvement
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills; *Writing to Read Program

A study investigated whether statistically significant differences in reading achievement developed after an exposure to the Writing to Read (WTR) program. Subjects were 15 third-grade students from a 100% minority population elementary school on Chicago's west side who were exposed to the Writing to Read program and 15 students from the same school who were not exposed to the program. Subjects' reading scores of the Iowa Tests of Basic Skills were used as pre- and posttests. Results indicated: (1) no statistical differences existed between the groups at the beginning or at the end of the treatment period; and (2) although differences in reading scores were not statistically significant at the 0.05 level, the WTR program group had a greater mean gain than the control group's mean gain. (Contains 1 table of data and 19 references.) (RS)

ED 365 981 CS 214 157

Meyer, Richard J.
Functions of Written Language in a First-Grade Classroom.
PUB DATE- Dec 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; Elementary School Students; *Grade 1; Primary Education; *Student Attitudes; Teacher Behavior; *Writing Attitudes; *Writing Exercises; *Writing Processes; Writing Research
IDENTIFIERS- *Writing Development

A study examined and analyzed the functions of written language for one writer during her first-grade year. Data included 516 pieces of writing done by the subject, transcriptions of interviews with the subject, and field notes. Results indicated that: (1) sources of the subject's writing ranged from extremely structured situations to "creative writing time"; (2) regular writing activities included phonics worksheets, books and stories, and formal handwriting; (3) infrequent writing activities included lists, captions, and journal writing; (4) nonlanguage functions of writing involved the subject's desire to be seen by the teachers as a good student and a good worker; (5) written language activity was also used to maintain order and quiet; and (6) written language activity also assumed an economic function in the classroom--certain writing activities had to be completed before students were allowed to work at centers, read silently, or write about things they chose. Findings suggest that: teachers need to look at the function of each writer's engagement in written language activity to understand if the writer is writing the way "real" writers write; a writer's agenda is inextricably linked to ownership; and teachers may see richer, more authentic, and more powerful student writing if teachers allow writers to write from their own agendas rather than from the teacher's agenda. (Three tables of data are included; contains 19 references.) (RS)

ED 365 982 CS 214 158

A Sampler of English-Language Arts Assessment. High School (Preliminary Edition). California Assessment Program.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *English Teacher Education; Higher Education; *Methods Courses; Portfolios (Background Materials); *Preservice Teacher Education; Secondary Education; *Student Attitudes; *Teacher Attitudes; Writing Instruction; Writing Research
IDENTIFIERS- Portfolio Approach; Preservice Teachers; Writing Contexts

A case study narrates the development of one preservice teacher enrolled in a composition methods course that was based on inquiry, reflection, collaboration, and theory-building. Much of the course content centered on exploring, extending, and even transforming future secondary English teachers' beliefs about writing instruction and assessment. The culminating experience in the course was the development of a portfolio, a document which contained representative writing samples and demonstrated reflection and growth. The subject's portfolio was organized into six parts: personal history, personal writings, "think" pieces, biography of a "think" piece, student ethnographic project, and final retrospective piece. Qualitative analysis of the portfolio indicated that (1) throughout her schooling, the subject struggled to find her voice, to feel confident in her own abilities; (2) the "think" pieces helped the subject to get a clearer picture of herself as a teacher; and (3) the mini-ethnographic project proved most meaningful for the subject. Findings suggest that through autobiographical narratives, mini-ethnographic projects, and other experiences, the subject (as well as the other preservice teachers in the course) began to take the first steps toward the construction of their own personally situated theories of teaching, learning, and assessment. (A figure describing the categories of portfolio artifacts is included. Contains 28 references.) (RS)

ED 366 001 CS 214 182

Fox, Dana L.
What Is Literature? Two Preservice Teachers' Conceptions of Literature and of the Teaching of Literature.
PUB DATE- Dec 93
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Course Content; Educational Research; *English Instruction; *English Teacher Education; Higher Education; Instructional Effectiveness; *Literature; Methods Courses; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *English Teachers; Preservice Teachers; Response to Literature

A case study examined two preservice teachers' attitudes about literature and the teaching of literature, and examined whether a "Teaching of Literature" course for secondary English education majors influenced their attitudes. Data included in-depth, semi-structured interviews, participant observation, written artifacts (learning logs, portfolios, etc.) and the researcher's ongoing, reflective log. One subject enrolled in the program after a short career as a business executive in a major computing firm. He began the course wanting to learn

IDENTIFIERS- *Communication Styles; Small Group Communication; Speech Communication Education

Frustrated with existing approaches to teaching introductory small group communication, an instructor developed a systematic approach called Group Problem Solving through Communication Styles. Assumptions underlying the course are that the small group communication class is a general education course (it may be the only communication class taken by undergraduate students); and whatever college students learn in the introductory small group communication class must be useful in other personal, professional, and community settings. Five elements comprise the approach: (1) students identify their own and others' unique approach to group work through communication styles; (2) the theory of group communication of the course uses a structural-function approach; (3) case studies are used to make the practice lifelike; (4) a problem solving cycle is tied to communication styles; and (5) organized meetings procedures help facilitate the problem solving cycle. Five weeks are spent on learning and teaching a portion of the theory, and the remaining 11 weeks of the semester focus on the full problem solving cycle. Evaluation includes written tests, group work, written problem solving analysis reports, participation grades, and attendance. (A figure, a fictional case study, a list and brief description of case studies, and a possible semester schedule are included.) (Contains 20 references.) (RS)

ED 366 020 CS 508 427

Fowler, Carol A., Ed.
Speech Research Status Report, January-March 1993.
PUB DATE- 93
NOTE- 214p.; For the previous report, see ED 359 575.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Articulation (Speech); *Beginning Reading; Chinese; Communication Research; Elementary Secondary Education; French; Higher Education; Infants; Language Acquisition; Language Research; Music; Reading Writing Relationship; *Speech Communication; Spelling; Thai
IDENTIFIERS- Speech Research

One of a series of quarterly reports, this publication contains 14 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles in the publication are: "Some Assumptions about Speech and How They Changed" (Alvin M. Liberman); "On the Intonation of Sinusoidal Sentences: Contour and Pitch Height" (Robert E. Remez and Philip E. Rubin); "The Acquisition of Prosody: Evidence from French- and English-Learning Infants" (Andrea G. Levitt); "Dynamics and Articulatory Phonology" (Catherine P. Browman and Louis Goldstein); "Some Organizational Characteristics of Speech Movement Control" (Vincent L. Gracco); "The Quasi-Steady Approximation in Speech Production" (Richard S. McGowan); "Implementing a Genetic Algorithm to Recover Task-Dynamic Parameters of an Articulatory Speech Synthesizer" (Richard S. McGowan); "An MRI-Based Study of Pharyngeal Volume Contrasts in Akan" (Mark K. Tiede); "Thai" (M. R. Kalaya Tingsabadh and Arthur S. Abramson); "On the Relations between Learning to Spell and Learning to Read" (Donald Shankweiler and Eric Lundquist); "Word Superiority in Chinese" (Ignatious G. Mattingly and Yi Xu); "Prelexical and Postlexical Strategies in

Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Judges; *Lay People; Student Attitudes
IDENTIFIERS- *Cross Examination Debate Association; Debate Tournaments

Many topics have been discussed over the lifespan of CEDA (Cross Examination Debate Association) debate, but the topic of judge adaptation (debaters adapting to each judge) is consistently ignored. Lay judges normally do not comprehend the debate process. To many debaters, lay judges are the most difficult to adapt to. The biggest problem with using lay judges is the lack of a predetermined criterion to determine the winner. Inconsistency in judging philosophies is not new and is largely responsible for the inconsistent records of debate teams. Some judges have an "anything goes" attitude towards judging debate rounds. These judges, often referred to as "tabula rasa," should rethink their ways. Without any proper criteria, debaters are forced to do what they feel is necessary to win the round. Tabula rasa judges give the debaters the freedom to be undisciplined and make it more difficult for debaters to adapt to the judges. Debaters face a more difficult challenge when they break to "out rounds." One way for everyone to have a well-defined philosophy, one that debaters can know exactly, is for judges to complete a questionnaire on such topics as what the judge considers a voting issue, what he/she is looking for in a debate round and from debaters, and where they stand on specific topics. Debaters would be better off than they are now if lay judges were equipped with basic vocabulary, structure, a brief background of debate, and clear criteria to determine the winner of the round. (A sample questionnaire is attached.) (RS)

ED 366 041 CS 508 448

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, Missouri, August 11-14, 1993). Part XIV: More Miscellaneous Studies.
PUB DATE- Aug 93
NOTE- 280p.; For other collections of papers from this conference, see ED 362 913-925.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Agenda Setting; Communication Research; Disabilities; *Mass Media Effects; *Mass Media Role; Media Research; Models; *News Reporting; Rape
IDENTIFIERS- *Environmental Issues; Music Videos; Newspaper Graphics; Political Communication; Text Factors

These proceedings contain the following seven papers: "An Examination of Community Pluralism, News Framing, Source Use and Conflict of an Environmental Issue" (Cynthia-Lou Coleman and others); "The Effectiveness of 'How' Graphics and Text in Conveying Basic News Story Information" (Jeffrey L. Griffin and Robert L. Stevenson); "Supermarket Tabloids as Sources of Political Information" (Elizabeth K. Hansen and Carmen Manning-Miller); "The Disability Press: A Descriptive Study" (Carmen L. Manning-Miller); "Relationships of Gender and Rape Myth Acceptance on Sexual Perceptions of Music Videos" (Harriet A. Roland); "A Longitudinal Study of Agenda Setting for the Issue waivers, administrator-teacher ratio, statewide 1991-92 average salaries and budget percentages, dropout rate, instructional materials adoption process, California state lottery, financial reporting--interim reports, education funding for 1993-94, helpful contacts for education information, national education trends, and calendar of events. (JPT)

ED 366 060 EA 025 560

Shank, Patsy, Ed.; And Others
Major Federal Programs Supporting the National Education Goals: An Analysis.
PUB DATE- 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Literacy; Drug Abuse; *Educational Legislation; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Government; *Federal Legislation; *Federal Programs; Government Role; Mathematics Achievement; School Readiness; Science Instruction
IDENTIFIERS- *National Education Goals 1990

This document examines the role of the federal government in achieving the six National Education Goals. Six chapters identify and analyze federal programs aligned with the purposes of each goal. Following the preface and a list of the National Education Goals, Anne Crowley's introductory chapter presents a historical overview of the events leading up to the adoption of the goals in February 1990. The chapters include the following: (1) "Goal 1, Part A: Head Start" (Catherine A. Rosemary) and "Goal 1, Part B: Supplemental Feeding Program for Women, Infants, and Children" (Timothy F. Frazier); (2) "Goal 2: Elementary and Secondary Education Act, Chapter 1" (John Sipple); (3) "Goal 3: Elementary and Secondary Education Act, Chapter 2" (Lester Zook); (4) "Goal 4: Dwight D. Eisenhower Mathematics and Science Education Act" (Michael Vitez); (5) "Goal 5: National Literacy Act of 1991" (Paul Purves); and (6) "Goal 6: Drug Free Schools and Communities Program" (Aruna Viwadoss). References accompany each chapter. (LMI)

ED 366 061 EA 025 561

The School District Organization Handbook.
PUB DATE- 93
NOTE- 223p.; Prepared cooperatively by the California County Superintendents Educational Services Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Consolidated Schools; Counties; County School Districts; Elementary Secondary Education; Governing Boards; Guidelines; Local Government; *School District Reorganization; *School Districts; State Legislation; State School District Relationship; *State Standards
IDENTIFIERS- *California

This handbook describes procedures for school-district reorganization in California. Following the introductory chapter, chapter 2 offers a historical overview of school-district reorganization in California. Chapters 3 and 4 outline the organization and responsibilities of the county committee and the role and responsibilities of the State Board of Education. The fifth chapter provides a step-by-step process of forming or abolishing school districts, consolidating school

Administration (UCEA), which examine the changing professoriate in educational administration. In "The Creation of Constructive Conflict Within Educational Administration Departments," Walter H. Gmelch discusses the issues that educational administration chairs must recognize in order to resolve conflicts within their departments, and focuses on the role of department chairs as mediators of conflict. "Improving the Quality of Schooling: The Deming Philosophy and Educational Administration," by Jess E. House, proposes that professors of educational administration adopt Deming's organizational-management philosophy to transform American schooling. In "The Role of Professors in Shaping the Institutional Bases of an Educational Reform: The Cases of School-Based Management," Rodney T. Ogawa and E. Ann Adams present findings of a study that was part of a larger study that described how school-based management was developed and promoted in the United States. This paper focuses on the role of college and university professors in that process. References accompany each chapter. (LMI)

ED 366 082 EA 025 584

Astuto, Terry A., Ed.
When Teachers Lead. UCEA Monograph Series.
PUB DATE- 93
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Educational Administration; Educational Environment; Elementary Secondary Education; *Leadership; Organizational Climate; Organizational Theories; *Participative Decision Making; School Restructuring; *Teacher Role; *Teaching (Occupation); Unions

This document contains six chapters that examine the role of teacher leadership in the school-restructuring process. Chapter 1, "When--Teachers Lead" (Bruce S. Cooper), provides a general introduction to the content and purpose of the monograph. Chapter 2, "When--Teachers Share School-Level Decision-Making" (Sharon Conley and Justo Robles), explores the role of teachers in helping to manage individual schools in an organizational context of collective bargaining, conflict, and coalition behavior. Chapter 3, "When--Teachers Run Schools" (Bruce S. Cooper), examines teachers in the role of administrators. The role of teachers in redesigning and restructuring schools is explored in the fourth chapter, "When--Teachers Re-design Schools around Teaching" (Roberta Trachtman). Chapter 5, "When--Teachers are School-District Decision Makers" (Mark A. Smylie), focuses on the whole school organization and the districtwide role of teachers as part of system decision making. The final chapter, "When Is Now: A Plan of Action" (Ann Weaver Hart), integrates the major themes of this monograph--including teachers as local decision makers, school leaders, and districtwide policy makers--and examines the implications for school administration. References accompany each chapter. (LMI)

ED 366 083 EA 025 585

Wendel, Frederick C., Ed.
Reform in Administrator Preparation: Myths, Realities, and Proposals. UCEA Monograph Series.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English

society and can only be decreased by large societal changes. (KDP)

ED 366 103 EA 025 609

Safe, Disciplined, Drug-Free Schools. A Background Paper for the Goals 2000: Educate America Satellite Town Meeting July 20, 1993.
PUB DATE- Jul 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; Community Programs; Community Role; *Crime Prevention; *Crisis Intervention; *Discipline Policy; Discipline Problems; Elementary Secondary Education; Extracurricular Activities; Illegal Drug Use; *School Security; *Violence
IDENTIFIERS- America 2000

What can be done to solve the problem of crime in schools? "Project Freedom," in Wichita, Kansas, is creating programs to help children learn about dangers that come with joining gangs and becoming involved in drugs. A community program in Los Angeles, Community Youth Gang Services," is a crisis intervention team working with at-risk teens. Both of these community programs are being examined as successful ways communities are becoming involved in fighting crime and drugs. A second way schools are looking into fighting crime is teaching crime prevention programs to educators. The "Boston Conflict Resolution Program" is helping students and teachers learn to deal with conflicts that arise in school situations. Most educational administrators agree that to get any program to work the students must be involved in the anticrime and antidrug efforts. Suggestions on how to decrease weapons in school range from metal detectors at school entrances, to open cubbies instead of lockers. Why schools are experiencing discipline problems, and what effective discipline policies must contain are outlined in the paper. Two short profiles are presented of communities in Ohio and California who are coping with drug use and gangs. A description of the social service department of New Haven public schools (Connecticut) is included. Sources for information on 25 programs that communities are implementing to decrease school violence are listed. (KDP)

ED 366 104 EA 025 613

Radebaugh, Byron F.
Democratizing Educational Research or Why Is Our Nation Still at Risk after Ten Years of Educational Reform?
PUB DATE- Oct 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; *Educational Research; Elementary Secondary Education; Federal Government; *Government Role; *Government School Relationship; Political Influences; *Politics of Education; *Research Problems; *Research Utilization; Risk
IDENTIFIERS- *Office of Educational Research and Improvement

The purpose of this paper is to offer an alternative explanation who have visual or physical disabilities with access to printed information. The circular includes devices that hold a book or turn the pages of a book, that magnify print material either manually or electronically, and that convert print into braille or synthetic speech. Listings for individual products provide a brief description, source, order number, and price. Devices include book holders and stands; braille displays, devices, and software; closed circuit television systems; magnifiers; page turners; reading machines; screen enlargers; screen reading software; and speech synthesizers. A selective list of 40 books and journal articles (published between 1989 and 1993) that evaluate specific devices is then provided. This bibliography is divided into the following categories: (1) general; (2) braille displays, embossers, and translation software; (3) reading machines; (4) screen enlargers; and (5) speech synthesizers. The final section gives the addresses and phone numbers of the producers and vendors. (JLB/DB)

ED 366 124 EC 302 718

Grayson, Thomas E.; And Others
Compendium of Transition Model Programs. 1993.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 351p.; For the 1992 edition, see ED 353 717.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; Elementary Secondary Education; *Federal Programs; *Grants; Profiles; *Program Descriptions; Research and Development; *Transitional Programs; Vocational Education
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This directory contains project profiles and summaries of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services Secondary Education and Transition Initiative. Most of the information is based on a 1993 survey of project directors and project competition data. The compendium is divided into three sections: (1) the overview of project profiles, which contains a summary description of both current and expired competitions; (2) the summary of competition profiles which describes each competition, including its purpose, authority under which funded, eligible recipients, and number of grants awarded; and (3) the project profiles themselves, which are grouped by geographic region as defined by the six federal regional resource centers. Project profile information typically includes the following: project title, competition number, names of project director and other key personnel, address, telephone number, project purpose, expected outcomes, approach used to reach expected outcomes, current project consumers, project impact, project inservice and/or training activities, and project products. The appendices include copies of the "Project Characteristics Questionnaire" and the "Expired Project Characteristics Questionnaire." The indexes provide a guide to projects' key personnel, location, disabilities served, and project titles. (DB)

ED 366 125 EC 302 719

Leach, Lynda Nash; Harmon, Adrienne Seccia

Miles, Bruce H.
Performance-Based Supervision and Employee Review Techniques for Special Education Supervisors & Administrators.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Evaluation; *Behavior Disorders; Cooperative Programs; *Disabilities; Elementary Secondary Education; *Emotional Disturbances; Mission Statements; *Occupational Information; *Personnel Evaluation; *Program Administration; Regional Programs; Special Classes; Special Education; Teacher Evaluation; Therapy
IDENTIFIERS- *Rum River Special Education Cooperative MN

This compilation of materials from the Rum River (Minnesota) region special education programs includes the following items: (1) an outline of performance-based supervision and employee review techniques for special education supervisors and administrators; (2) a brief description of the Rum River North and South day treatment programs (for students with severe emotional/behavioral disorders); (3) mission statements of the Rum River Special Education Cooperative and Region 7 cooperative service unit; (4) a job description and announcement for an instructor in the day treatment program for students with emotional and behavioral disorders; (5) a job description and announcement for the school social worker/reintegration facilitator for Rum River (North and South); (6) a job description and announcement for the position of academic and behavior manager; (7) a potential employee rating form; (8) an employment application form; (9) assessment guidelines for potential employees prior to being interviewed; (10) a staff performance self evaluation form; (11) a staff performance review form; (12) a letter and review form for other program staff to complete; and (13) examples of evaluations by other program staff. (DB)

ED 366 144 EC 302 738

Orlando, Charlene A.
Using Music To Reinforce Basic Money Skills Taught in the TMH Classroom.
PUB DATE- Jun 93
NOTE- 91p.; M.Sc. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arithmetic; Classroom Techniques; *Daily Living Skills; Instructional Effectiveness; *Moderate Mental Retardation; *Money Management; *Music Activities; Positive Reinforcement; Program Effectiveness; Secondary Education; Secondary School Students; Teaching Methods; Time on Task; Visual Aids
IDENTIFIERS- *Money Skills

This practicum investigated the effectiveness of using music activities to reinforce basic money skills with 10 students, ages 12 to 21, with mental retardation in the trainable range. The program used a combination of music and visual aids as examines short-term and long-term consequences of neglect at various ages as well as mediating effects and neglect-related child fatalities. A chapter on assessment of neglect notes indicators, causes of and barriers to adequate care, and structured assessment measures. An exhaustive chapter on intervention covers the following: (1) general guidelines, (2) interventions to remedy neglect, (3) multiservice interventions, (4) family-focused interventions, (5) family preservation services, (6) group approaches, (7) treatment of neglected children, (8) legal intervention, and (9) preventing burnout. The next to last chapter, on prevention of neglect, considers primary, secondary, and tertiary prevention. The final chapter addresses social policy implications such as attention to poverty, improvements in public social utilities, and service delivery systems. A glossary is provided. (Contains 63 references.) (DB)

ED 366 162 EC 302 765

Faller, Kathleen Coulborn
Child Sexual Abuse: Intervention and Treatment Issues. The User Manual Series.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; *Child Abuse; Child Welfare; Criminals; Definitions; Incidence; *Intervention; *Interviews; *Investigations; Physical Examinations; Questioning Techniques; Reliability; *Sexual Abuse; *Symptoms (Individual Disorders); Victims of Crime

This manual describes professional practices in intervention and treatment of sexual abuse and discusses how to address the problems of sexually abused children and their families. It makes an assumption that the reader has basic information about sexual abuse. The discussion focuses primarily on the child's guardian as the abuser. The manual contains the following chapters: (1) "Working in the Field of Child Sexual Abuse," which discusses the professional as a person and elements of a victim-centered approach; (2) "Definitions, Scope, and Effects of Child Sexual Abuse," which provides clinical and statutory definitions, prevalence and incidence rates, and a review of the impact of abuse on its victims; (3) "Indicators of Child Sexual Abuse," which outlines medical and psychosocial indicators; (4) "Investigation of Child Sexual Abuse," which examines the role of child protective services, the medical examination, interviews, and risk assessment; (5) "Techniques for the Child Interview and a Methodology for Substantiating Sexual Abuse," which analyzes questioning techniques, use of anatomically explicit dolls, and research on the reliability and suggestibility of child witnesses; (6) "Treatment of Child Sexual Abuse," which describes case management considerations, causal models of sexual abuse, and treatment issues for the parties involved. The manual also provides a glossary, a 30-item bibliography, a list of organizational resources, and four evaluation protocols. (JDD)

ED 366 163 EC 302 767

public school teacher working directly with children from non-English-language backgrounds. Intended primarily for less experienced teachers of English as a Second Language (ESL), it may be useful to aides, tutors, administrators, counselors, health professionals, mainstream teachers, and others having contact with this population. The first chapter discusses ESL program design and objectives, including such issues as curriculum, scheduling, and location. The second chapter looks at both common and diverse characteristics of limited-English-speaking students, and parental attitudes about schooling. Chapter 3 treats ESL student life outside the school and at home, including relationships with English-speaking children, adjustment problems, and differences in the needs of immigrant and exchange students. Aspects of the relationship between ESL student, English-speaking peers, and school are examined in the fourth chapter, and the family's role in the students' education is discussed in the fifth. Chapters 6, 7, 8, and 9 deal with the relationship of the ESL teacher with the mainstream teacher, the administration, nurses and guidance counselors, and immigrant sponsors. In the final chapter, frustrations and rewards of ESL teaching are addressed. A brief bibliography and sample parent's handbook are appended. (MSE)

ED 366 181 FL 021 739

Anivan, Sarinee, Ed.
Language Teaching Methodology for the Nineties. Anthology Series 24.
PUB DATE- 90
NOTE- 285p.; Selected papers from the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre Seminar (1989).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - General (020)
DESCRIPTORS- Area Studies; Classroom Techniques; *Communicative Competence (Languages); *Cultural Education; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Grammar; Group Dynamics; Higher Education; Instructional Materials; Interactive Video; Introductory Courses; Learning Modules; Linguistic Theory; Listening Skills; Literature Appreciation; Metalinguistics; News Reporting; Notetaking; Second Language Instruction; *Second Language Learning; Student Role; Teacher Role; Teaching Methods; Television; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Content Area Teaching

Papers on issues in second language teaching included in this volume are: "After Methods, What?" (Theodore S. Rodgers); "An Eternal Triangle? Roles for Teacher, Learners, and Teaching Materials in a Communicative Approach" (Rod Bolitho); "Task, Group, and Task-Group Interactions" (Michael H. Long); "A System of Tasks for Language Learning" (Paul Nation); "An Empirically Based Methodology for the Nineties" (David Nunan); "Content-Based Language Instruction in Second and Foreign Languages" (JoAnn Crandall, G. Richard Tucker); "The Methodology of the Module: A Content-Based Approach" (Ian Martin); "Listening and Note-Taking in Higher Education" (Jane Jackson Fahmy, Linda Bilton); "Argument and Evaluation in Organizational Behaviour: Student Writing in an Introductory Course" (Pat Currie); "Area Studies and Language Teaching--A Practical Approach" (Karl Koch); "Language, Literature, and Critical Practice" (David Birch); "Towards Teaching a 'Grammar of Culture'" (David Marsh); "Conciliating Communication,

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Collected Works - Serials (022)
DESCRIPTORS- English; Foreign Countries; *Grammar; *Indonesian Languages; *Language Patterns; Morphology (Languages); Phonology; Pronouns; Uncommonly Taught Languages; Verbs; *Vocabulary
IDENTIFIERS- Bukidnon; Philippines

The dictionary of Binukid, a language spoken in the Bukidnon province of the Philippines, is intended as a tool for students of Binukid and for native Binukid-speakers interested in learning English. A single dialect was chosen for this work. The dictionary is introduced by notes on Binukid grammar, including basic information about phonology and transcription, morphophonemic and dialectic alternations, morphology, marking particles, pronouns, and verbs. Entries follow in alphabetical order, each containing the word's form, grammatical category, meaning, and one or more illustrative sentences in both Binukid and English. An English-Binukid index and word lists for flora, fauna, hunting and agricultural equipment, weapons, and some household items are appended. (MSE)

ED 366 202 FL 021 794

MacIsaac, Kathleen
French as a Second Language. Annotated Bibliography of Learning Resources, Intermediate Level (Grades 4 to 12).
PUB DATE- 93
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Computer Software; *Cultural Education; Educational Resources; Elementary Secondary Education; Foreign Countries; *French; French Literature; Games; *Instructional Materials; Newspapers; Periodicals; Puzzles; Reading Materials; *Reference Materials; Second Language Instruction; *Second Languages
IDENTIFIERS- Alberta; *Authentic Materials

The listing of learning resources for intermediate-level French second language instruction in Alberta (Canada) in grades 4-12 cites about 150 items in these categories: audio, video, and kits; communicative activity resources; computer software; cultural learning resources; games and puzzles; magazines and newspapers; posters, maps, and charts; reading collections and literature; student reference materials; and teacher reference materials. In each category, resources are listed alphabetically by title. Each citation provides basic bibliographic information and information about ordering, price, age level, content areas, curricular emphasis, and suggested use. Lists of addresses for publishers and distributors, Alberta's regional offices of education, and media centers are appended, and all resources are indexed by title and format. (MSE)

ED 366 203 FL 021 796

Stansfield, Charles W.; Galloway, Ann
Survey of Materials Development Needs in the Less Commonly Taught Languages. Final Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Dec 93

already be familiar from native-language broadcasts. News stories offer a variety of classroom activities. Music videos are appealing to students and offer many possibilities for listening activities, including use of cloze tests and analyses of lyrics, music, and visual activity. Group questions and handouts used in class and in the presentation are appended. (MSE)

ED 366 223   FL 021 846

Nababan, P. W. J.
E.S.P. Materials Preparation in a Foreign Language Situation.
PUB DATE- 19 Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (Singapore, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Dialogs (Language); *English for Special Purposes; Foreign Countries; *Grammar; *Instructional Materials; Letters (Correspondence); *Material Development; Pronunciation Instruction; Reading Instruction; Second Language Instruction; Skill Development; Speech Skills; *Vocabulary Development
IDENTIFIERS- *Indonesia

The principles of design of instructional materials for English for Specific Purposes (ESP) to be taught in a non-English-speaking country are outlined, and the development of materials for an Indonesian program is described. ESP materials design is tied closely to the specific subject areas of language use and the types of learners addressed. Content must address both vocabulary and linguistic structures typical of the register to be used in the subject area. ESP materials currently available have typical patterns of organization, depending on the publisher and intended use. Materials developed for an English language program in Indonesia have four components: a basic English curriculum at four levels, consisting of pre-reading information, reading passages, structure review, vocabulary, dialogue, and pronunciation review; an English correspondence component at two levels; oral English at four levels; and an advanced language segment. A 23-item bibliography is included. In these materials, the vocabulary component is central, with review and expansion of discourse structures appropriate to the course level. (MSE)

ED 366 224   FL 021 849

Johns, Ann
Issues in ESP for the 90's.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (Singapore, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; English (Second Language); *English for Special Purposes; *Instructional Materials;

Using Fiscal Policy To Achieve State Education Goals. State Policy and College Learning.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Aug 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Budgeting; *Educational Finance; *Educational Objectives; Finance Reform; *Financial Policy; *Government School Relationship; *Higher Education; Resource Allocation; State Aid; State Colleges; State Government; State School District Relationship; *Statewide Planning
IDENTIFIERS- New Jersey; Ohio; Tennessee

In view of increasing financial pressures, this paper argues that a new approach to fiscal policy and to the structure of the financial relationship between state government and institutions of higher education is needed. A proposed three-part budget would include the following: (1) a base or core lump-sum budget managed by higher education institutions, subject to accountability through regular assessment of progress toward institutional goals; (2) a capital budget to cover new buildings and other major asset acquisition; (3) a special-purpose component of 5 to 10 percent of the base allocated to further the state's higher education agenda. This special-purpose budget would be connected to state objectives, and an assessment of progress toward objectives would be built into the process. Such a special-purpose component could take the form of block grants with guidelines; of initiative funding in a competitive peer-reviewed process; of incentive funding as a grant awarded based on demonstrated progress toward a state goal; or of student funding through scholarship and work-study grants. The report reviews strengths and weaknesses of each funding mechanism in relation to the kinds of activities the state seeks in colleges and universities. The paper also describes typical institutional and state-level responses and argues that these are often deleterious to state priorities for higher education. It proposes an alternative approach which would ensure that the state's interests and educational priorities are reflected in the resource allocation process. Appendixes describe programs in New Jersey, Ohio, and Tennessee. (JB)

ED 366 243 HE 027 084

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1993.
PUB DATE- Dec 93
NOTE- 257p.; For the Fall 1992 report, see ED 352 891.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Freshmen; Competitive Selection; *Educational Trends; Enrollment Trends; Grade Point Average; Higher Education; *National Norms; Sex Differences; Student Attitudes; *Student Characteristics; Student Educational Objectives; Tables (Data); Trend Analysis; Two Year Colleges; Universities

This publication presents national norms for college freshmen in fall 1993 based on the 28th annual survey of 220,757 incoming students at 427 two- and four-year colleges and universities.

framework to review the early efforts, current activities, and future visions of literacy coalitions operating at the following levels: (1) national (National Coalition for Literacy, Business Council for Effective Literacy, Project Literacy U.S., State Literacy Initiatives Network, State Literacy Exchange of the National Governor's Association, National Center on Adult Literacy, National Institute for Literacy); (2) regional and state (Delta Initiatives, Illinois Literacy Council, Indiana Adult Literacy Coalition, Maryland Literacy Works, Minnesota Adult Literacy Campaign); and (3) local (Arizona LEARN Labs Consortium, Maricopa County Adult Probation Education and Literacy Program, Baltimore Reads, Inc., Harrisburg and other local coalitions in Pennsylvania, Literacy Network of Kalamazoo County). The results were synthesized into the following tips for building a coalition: select a chair, maintain continuity, avoid competition, build flexibility, use ad hoc groups, allow for discussion, allow for lobbying, and establish a decision-making structure. Appended are a list of the types of organizations from which the Indiana Adult Literacy Coalition plans to recruit its membership and a list of coalition addresses. (Contains 34 references.) (MN)

ED 365 784   CE 065 360

Bulletin on Women and Employment in the EC, 1992-1993.
PUB DATE- 93
NOTE- 26p.; Published twice annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employed Women; *Employment Patterns; Employment Practices; *Equal Opportunities (Jobs); Foreign Countries; *Job Development; Labor Force Development; Nontraditional Occupations; Sex Discrimination; *Sex Fairness; Womens Education
IDENTIFIERS- *European Community

The information bulletins presented here are the first three issues of a biannual serial. They provide up-to-date information on key developments in women's employment position in the European Community (EC) plus some topical items of news and research from member states. Number 1 focuses on the feminization of the EC labor force that continued through the 1980s. It reports the following: women aged 20-59 are the core female labor supply; high activity rates are unrelated to rates of part-time working or unemployment; women are the "hidden labor supply" that can expect further integration into the labor market; and women's activity rates are still influenced by family responsibilities, but the effects vary among European countries. Number 2 discusses the industrial restructuring that continued throughout the EC in the 1980s. Findings are as follows: three-quarters of all female employment in the EC is in the service sector; most part-timers are women, but the extent of part-time employment varies across the EC; and unemployment has remained high and has started to rise again even after a period of rapid employment growth. Number 3 addresses occupational segregation of women and men. It reports new research that shows that major changes have accompanied the increase in female employment but these have not led to the disappearance of the division between men's and women's work. (YLB)

ED 365 785   CE 065 364

program performance. Regression and other statistical methods were used to analyze state and local program performance based on the following: placement data for approximately 1,700 local ES offices; information regarding services, applicants, and labor market conditions for 438 local ES offices; and ES program management practices and funding levels for 50 states and the District of Columbia. Four focus group discussions were held to elicit employer perceptions of factors affecting ES performance, and national/regional offices were studied to assess DOL influence on ES program performance in 25 states. The study established the following: focusing on program performance produces better placement results; client-oriented services boost local office performance; and limited federal involvement does little to strengthen program performance. (Appended are details regarding the study methodology and variables, statistics for state and local management practices/office operations for 1986, comments from DOL and the Interstate Conference of ES Agencies, and a list of major contributors to the report. Thirteen related General Accounting Office products are listed; 50 tables/figures are included.) (MN)

ED 365 803 CE 065 415

An Evaluation Report on the Volunteers in Service to America Summer Associates Program.
PUB DATE- Nov 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Outreach Programs; *Poverty Areas; *Program Effectiveness; *Public Service; *Summer Programs; Tutoring; *Voluntary Agencies
IDENTIFIERS- *Volunteers in Service to America

The Volunteers in Service to America (VISTA) Summer Associates program enabled 708 people to work full time in low-income areas with 33 existing VISTA sponsors throughout the country for 8-10 weeks in direct service roles performing counseling, tutoring, community outreach, office work, surveys, and home construction. Associates served an average of 9 weeks and received subsistence allowances averaging $620 per month; 97% completed their tour of service. The program was evaluated by analyzing data collected from 1- to 3-day site visits at 14 projects and data from questionnaires completed by 719 associates upon entering and 513 who completed the program (a 75% return rate), 94 questionnaires completed by VISTA volunteers working with the associates (a 47% return rate), and 120 questionnaires completed by project and site supervisors (a 78% return rate). According to the evaluation, the summer associates completed an average of 89% of their objectives and tasks. Sponsors, site supervisors, and summer associates were all positive about the program and felt it should be continued next year. The associates benefited from their service and simultaneously expanded the capacity of nonprofit and public sponsors to provide service to low-income communities. (28 tables/figures) (MN)

ED 365 804 CE 065 416

Iowa's Adult Basic Education Programs: A Survey of Learner Demographics and Preliminary Skill Levels.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Sep 93

A Guide to Special Demonstration and Teacher Training Projects: Special Answers for Special Needs. Projects Funded under Section 353 of the Adult Education Act.
PUB DATE- Jul 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Adult Educators; *Adult Programs; Annotated Bibliographies; Competency Based Education; Correctional Education; Daily Living Skills; *Demonstration Programs; Disabilities; Educational Technology; English (Second Language); Family Programs; High School Equivalency Programs; Literacy Education; Older Adults; Program Administration; *Special Needs Students; *Special Programs; Staff Development; Student Evaluation; *Teacher Education; Volunteer Training; Writing Instruction
IDENTIFIERS- *353 Project; Workplace Literacy

This guide contains descriptions of 187 adult education resources/projects funded under Section 353 of the Adult Education Act. Included in the guide are descriptions of special demonstration projects emphasizing methods for educating adults with various special needs and descriptions of activities designed to train teachers to recognize and serve learning disabled adults who are illiterate or who read at below a fifth-grade level. The descriptions are grouped according to the following categories: adult education program management, adults with disabilities, competency-based adult education, corrections education, English as a second language, evaluation/assessment, family literacy, General Education Development programs, life skills, literacy, older persons, staff development, teacher training, teaching writing, technology, volunteers in adult education, and workplace literacy. Each description includes some or all of the following: project/resource title, project/resource description, source, cost, and ED number for those available from ERIC. ERIC and Division of Adult Education and Literacy (DAEL) Clearinghouse order forms are appended. (MN)

ED 365 823 CE 065 452

Farlow, D'arcy, Ed.
Challenging Our Assumptions: The Role of Popular Education in Promoting Health. Proceedings of the Annual Health Promotion Workshop (5th, Toronto, Ontario, Canada, September 25, 1986 and October 9, 1986).
PUB DATE- Jan 87
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Allied Health Occupations Education; Foreign Countries; *Group Activities; Guidelines; *Health Promotion; *Learning Activities; Models; Professional Continuing Education; *Role of Education; Teaching Methods; *Workshops
IDENTIFIERS- Canada; *Popular Education

This document reports on a health promotion divisional workshop on popular education (PE) that was conducted to teach health promoters/educators to use PE methodology to analyze their educational work and role as health promoters and to learn to apply PE methodology during the health promotion activities. Information on the history and characteristics of PE is presented along with a model for a health promotion divisional workshop. The model, which was based on PE methodology,

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Employer Employee Relationship; Employment Practices; *Job Training; *Labor Force Development; Labor Needs; Labor Utilization; Marketing; Needs Assessment; *Program Administration; Program Budgeting; Program Development; *Program Effectiveness; Program Evaluation; *Program Implementation; Retraining; Small Businesses; *Staff Development

This book is a tool kit for human resource development (HRD) and training managers, trainers, and administrative assistants in small HRD departments. Part 1 deals with the challenges and opportunities of managing a small HRD department and with planning the strategy. Chapter 1 gives a sense of the workings of small HRD departments. Chapter 2 explains how to build a partnership with senior management. Chapter 3 tells how to create and develop a business-focused HRD plan. Chapter 4 presents the advantages and disadvantages of various delivery methods. Chapter 5 deals with the budget implications of different resource strategies and reviews elements of a sound HRD budget. Part 2 deals with issues involved in implementing the plan. Chapter 6 describes the program development process and the HRD manager's role in it. Chapter 7 addresses effective marketing of HRD programs and services. Chapter 8 discusses the roles of the HRD manager and administrative assistant in the delivery and administration of HRD programs and services. Chapter 9 discusses benefits of tracking the effectiveness of programs and suggests how to do so. Part 3 summarizes ongoing management issues in a small department. Chapters 10-12 deal with managing a budget, developing one's own and one's staff's skills, and preparing for the future. A resources section contains a detailed action plan and 14 other worksheets to plan and evaluate training activities. (YLB)

ED 365 841   CE 065 485

Taylor, J. C.; And Others
Audiographic Communication: The Optel Telewriter Trial.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Audiovisual Aids; Comparative Analysis; Cost Effectiveness; *Distance Education; *Educational Technology; *Field Tests; Foreign Countries; *Instructional Effectiveness; Telecommunications
IDENTIFIERS- *Audiographics; *Australia (Queensland)

The University of Southern Queensland (USQ) Distance Education Centre compared the cost and instructional effectiveness of the Optel Telewriter to that of telephone tutorials and face-to-face instruction. Thirty enrollees in a data analysis class used the Optel Telewriter, which permits two-way voice and graphic communication, and 30 other students did not. The Optel Telewriter users passed the course's final examination at a higher rate than did the students in the control group (73% versus 66%) and achieved a higher mean score than the controls (57.46 versus 55.80). Both the students and teachers who used the Optel Telewriter felt that it is a viable alternative to the face-to-face component of distance education. Students indicated that the Optel Telewriter enhanced their academic performance, and teachers stated that it significantly expanded

Dowling, M. A. C.
Producing Health Materials That Work.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; *Content Area Writing; *Developing Nations; Foreign Countries; Guidelines; *Instructional Effectiveness; *Instructional Materials; *Material Development

This booklet, which is part of a series of guidelines for national managers of Health Learning Materials projects participating in the World Health Organization's Interregional Health Learning Materials Programme, is intended to help trainers of health personnel recognize and learn to avoid some of the common pitfalls in producing educational materials. Guidelines are provided for developing health-related instructional materials that are relevant, appropriate, usable, accessible, actually used, and adequately evaluated. Concluding the booklet is a series of rules to follow to ensure that instructional materials are both usable and used. (MN)

ED 365 860 CE 065 512

Fournier, Deborah; And Others
Design Strategies for Educational Materials.
PUB DATE- 91
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Allied Health Occupations Education; Behavioral Objectives; *Content Area Writing; *Developing Nations; Educational Strategies; Foreign Countries; Instructional Effectiveness; *Instructional Materials; Learning Activities; *Material Development; Motivation Techniques

This manual, which is part of a series of training and information materials for managers and trainers of health staff in developing countries, is designed to assist individuals responsible for designing national health learning materials. The introduction explains the manual's purpose, organization, and use and discusses the importance of instructional design. Each of the manual's 12 chapters presents one design strategy and includes a learning objective, health-related examples taken from various sources to illustrate different ways of using the design strategy being discussed, summary boxes highlighting the chapter's main points, and practice activities. The individual chapters are organized into five sections as follows: learning (how people learn); focusing the learner's attention (learning objectives, advance organizers, margin call-outs, and visual signals); organizing the learning (verbal signals, summaries, and examples); integrating the learning (practice activities, feedback, and inserted questions); and putting it all together (using design strategies). A glossary and brief list of suggested readings are included. (MN)

ED 365 861 CE 065 513

Mwakilasa, Amos

IDENTIFIERS- Tech Prep; *Texas; Texas State Technical College

A project was conducted in Texas to establish a statewide articulated network of manufacturing engineering technology education at the community college and technical college level and to articulate that network upward with the appropriate four-year bachelor's degree programs in the state. The participants included 4 Texas State Technical College campuses and 10 community colleges, along with 4 four-year universities. The project staff conducted a series of curriculum development and articulation workshops on the campuses of the colleges. The workshops involved technical faculty and other staff members from the participating schools and resulted in a series of articulation agreements and curriculum modifications to align the programs at the different colleges. A final meeting of all participants resulted in a finalized core curriculum and a set of articulation agreements. (This document contains the articulation matrix developed during the project, a transfer degree plan, course description, and a course syllabus from each of the participating institutions.) (KC)

ED 365 878   CE 065 638

Leigh, David
Total Quality Management (TQM): High School/College Course Material.
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 83p.; For related documents, see CE 065 639-646.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; High Schools; Job Training; *Labor Force Development; Learning Activities; Lesson Plans; Management Teams; *Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Work Environment
IDENTIFIERS- *Total Quality Management

This Total Quality Management (TQM) course was designed to introduce students to the principles and tools of TQM in a full-semester course in high schools or community colleges. The course includes all the competencies found in TQM and is intended to be taught with an interactive method in which students are involved in the learning process. This module contains an introduction to the course, a course outline, four class exercises, and a 17-item bibliography. The four exercises include the following: (1) a case study designed to familiarize students with customer surveys and the concept of change and focus on the customer; (2) an exercise showing how to measure the length of a process and leading students to make improvements in the process to reduce the cycle time; (3) an exercise on continuous improvement, empowerment, and processes; and (4) an exercise showing the phases of team development and team conflict resolution. (KC)

ED 365 879   CE 065 639

Leigh, David
Total Quality Management (TQM): Training Module on "Overview of TQM."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.

Medrich, Elliott A.; Marzke, Carolyn
Young Adolescents and Discretionary Time Use: The Nature of Life Outside School.
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- Jun 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Decision Making; Interpersonal Relationship; *Leisure Time; *Time Management
IDENTIFIERS- *Early Adolescents

This document considers the discretionary time use of young adolescents. Five domains of out-of-school time use are described: (1) activities alone or with friends; (2) activities with parents; (3) in-home or out-of-home chores, jobs and responsibilities; (4) organized activities including participation in recreational and cultural programs supervised by adults; and (5) television viewing and use of other media. Patterns of time use across all of these domains are examined. Time use research is reviewed that documents the increasing importance of peer relations and the increasing divergence in the activity sets of boys and girls. It is noted that early adolescents spend little time with their parents and families; eating and television viewing tend to be the most frequent family activities. The examination of chores, jobs, responsibilities, and earned income reveals the changing views of the capabilities of boys and girls; reinforcement of role stereotypes; and the desire among young people to earn money. The research reviewed suggests that television viewing peaks in early adolescence and begins to decline through the middle school years. A tremendous diversity within the domain of organized activities is noted. A section on the linkages between time use and the provision of public and non-profit sector services notes that young adolescents do not spend much time in activities sponsored by these sectors. The document concludes by noting several research priorities for the future. (NB)

ED 365 900   CG 025 162

Vail, Ann; Nest, Judy
Dare To Be You: A Diversion Program for First Time Juvenile Offenders.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Children; Communication Skills; Coping; *Correctional Rehabilitation; *Crime; *Decision Making; *Delinquency; Interpersonal Competence; Peer Influence; *Self Esteem; Stress Management

This document notes that community-based organizations such as the Cooperative Extension Service have joined the efforts to reduce juvenile delinquency through juvenile diversion programs. It then describes the "Dare to be You" program that was developed by the Colorado Cooperative Extension System. The six objectives of the program delineated in this report are to help adolescent participants: (1) improve their self-esteem and self-concept; (2) adopt techniques for managing their stress level and coping with peer pressure; (3) improve skills for first 111 communities that conducted the 152-item survey titled "Search Institute Profiles of Student Life: Attitudes and Behaviors" through the RespecTeen program. Chapter 1 presents a vision of what is wanted for children, then attempts to evaluate how well this vision is being met. It introduces working definitions for assets, deficits, at-risk behavior, and prosocial behavior; describes grade, gender, and racial/ethnic differences in these constructs; and identifies interrelationships among the constructs. The survey methodology is described and sample characteristics are noted. Chapter 2 focuses on the 30 assets measured in the study, defining the assets, charting the percentage of youth in the study with each asset, and looking at the distribution of assets by grade. Chapter 3 considers 10 deficits identified in the sample, looks at deficits by grade, and then examines values, abuse, and misplaced priorities. Chapter 4 focuses on prosocial behavior. Chapter 5 examines 20 at-risk indicators and explores grade patterns for the indicators. Chapter 6 looks at how successfully the well-being of youth is being promoted. Chapter 7 considers the dynamics of prevention, and chapter 8 emphasizes resiliency. Chapter 9 suggests 34 strategies for change based on the findings of the study. Many of the data are presented in tabular form throughout the document; composite data on selected survey items and indices are appended. (NB)

ED 365 921   CG 025 185

McCart, Linda
Kids and Violence.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Delinquency; *Victims of Crime; *Violence; *Youth Problems

This volume presents three papers commissioned by the National Governors' Association on children and violence. "Risk Factors for Youth Violence" (Terence P. Thornberry) discusses findings from longitudinal studies conducted over the last decade about children and violent behavior. Nine significant risk factors for violent behavior are identified: chronic parental unemployment; substance abuse; early onset of aggression and antisocial behavior; family characteristics such as poor parenting skills, inconsistent discipline, child abuse, and out-of-home placements; inappropriate peer relationships; victimization; poor school performance; co-occurrence of problem behaviors; and living in socially isolated neighborhoods that fail to meet basic needs. "Dimensions of Youth Violence" (Donna Maria Garnett) presents statistics on youth violence, including the demographics and characteristics of perpetrators and victims of juvenile violence; then expands on the risk factors identified by Thornberry with a special focus on how families and communities can serve as contributing or protective factors for children at risk of violent behavior. "Strategies and Programs for the Prevention of Youth Violence" (David Steinhart) highlights promising interventions for reducing violence among youth. Steinhart reports that the most successful interventions are those that address the multiple and interrelated risk factors associated with youth violence and that reinforce one another across children's everyday social contexts. The document concludes with an annotated list all teachers reported that the Network was valuable in helping them implement whole language teaching strategies; (2) a large majority of participants found the exploration of alternative assessment trends useful; (3) the few respondents who participated in the Shakespeare component considered the experience to be valuable for their students; (4) nearly all teachers found the monthly meetings and in-school assistance provided by staff developers valuable in helping them apply whole language concepts in their classrooms; (5) nearly all participants described positive changes in their teaching that they attributed to their participation in the Network; (6) a majority of teachers noted positive changes in students' attitudes toward learning; and (7) mean differences in scores of Network and non-Network students were too small to be considered educationally meaningful. Findings suggest that project staff should: continue to educate teachers about whole language techniques; endeavor to expand the Network; secure the interest and active participation of principals; explore ways of obtaining books and other materials; and explore ways to provide teachers more time to meet together. (Six tables of data are included.) (RS)

ED 365 940 CS 011 532

Lemke, J. L.
Multiplying Meaning: Literacy in a Multimedia World. Draft.
PUB DATE- Dec 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Futures (of Society); Higher Education; Hypermedia; *Literacy; *Reading Processes; Semiotics; *Text Structure
IDENTIFIERS- Discourse Communities; *Meaningfulness; Multimedia Technology; *Text Factors; Text Processing (Reading)

As material objects, texts are as much the product of visual semiotic codes as of linguistic ones. And throughout history, verbal texts have been combined with nonverbal, visual modes of presenting information, taking a stance toward information and readers, and organizing parts into wholes. The major challenge to creating multimodal texts in the near future will be a lack of multimedial literacy. A more fundamental understanding of existing cultural conventions in communities for combining verbal and nonverbal elements in multimedial texts is needed. To understand how meaning is made simultaneously in several semiotic modalities, common features of all semiotic systems must be identified, i.e., the presentational, the orientational, and the organizational features. Scientific and technical texts have long preserved a tradition of incorporating nonverbal visual-graphic elements as integral and normal parts of their genres. What it means to "read" a text of this kind depends on the literacy practice involved; that is, on the cultural activity as part of which meaning is being made with this text. (Contains 31 references.) (NH)

ED 365 941 CS 011 533

Hansen, Vagn Rabol; Robenhagen, Ole
Abdullah's Genuine Indonesian Curry Powder--about Early Readers and Differentiated Teaching.

write to and for his kindergarten child. Many adult literacy learners, such as this manager, can profit from instruction that combines whole language principles and andragogy. (RS)

ED 365 959 CS 011 554

van Kraayenoord, Christina E.; And Others
Reading, Written Expression and Listening Comprehension of Students with a Learning Difficulty: A Longitudinal Study.
PUB DATE- Dec 93
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; Foreign Countries; Learning Problems; *Listening Comprehension; Longitudinal Studies; Multivariate Analysis; Predictor Variables; *Reading Achievement; *Reading Difficulties; Reading Research; *Writing Achievement; Writing Research
IDENTIFIERS- Australia (Brisbane); Listening Reading Relationship

A study examined the development of reading, written expression and listening comprehension over 3 years. The participants were 77 students in Brisbane, Australia, who were identified by school staff as having a learning difficulty at the end of grade one and who were matched with the same number of normally achieving children attending the same classes. The children were assessed on each of the literacy measures annually. Multivariate analysis of variance indicated differences between the groups on all measures with a gender effect for listening comprehension in grade four; children with a learning difficulty were less successful on all tasks than their peers. Correlational analyses revealed inconsistent patterns between the two groups with correlation coefficients being typically lower for the children with a learning difficulty than for their peers. Causal modeling demonstrated the power of reading in grade two to predict future reading performance of all children in the study; however, different patterns of influence across the language arts domains were found for both groups. (Two tables and two figures of data are included. Contains 44 references.) (Author/RS)

ED 365 960 CS 011 555

Craig, Madge T.
Preservice Teachers' Reactions to Immersion in an Interactive Approach to Literacy Instruction.
PUB DATE- Dec 93
NOTE- 5p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Learning; Elementary Education; Higher Education; *Instructional Effectiveness; Language Arts; *Preservice Teacher Education; Reading Aloud to Others; *Reading Instruction; Reading Research; *Student Attitudes
IDENTIFIERS- Interactive Teaching; Preservice Teachers; Social Constructivism

A study explored the degree to which preservice teachers perceived that the interactive approach to language arts instruction was valuable in promoting their learning. Subjects,

PUB DATE- 92
NOTE- 149p.; For middle grades "sampler," see CS 214 159; for elementary grades "sampler," see CS 214 160.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; High Schools; High School Students; *Language Arts; Program Descriptions; *Reading Achievement; Reading Tests; *Student Evaluation; Student Writing Models; Writing Assignments; *Writing Evaluation; Writing Tests
IDENTIFIERS- *California; Writing Prompts

This sampler discusses California's English-language arts assessment program and presents examples of high school reading assessments, writing assessments, and writing prompts. The first section of the sampler takes an integrated look at the California's new English-language arts assessment. The second section presents the scoring guide for reading, three student responses to a sample high school reading prompt, and commentary on each student response using the criteria in the scoring guide. The third section of the sampler offers scoring guides and sample student papers for the four types of writing assessed in the spring 1993 assessment: autobiographical incident; interpretation; reflective essay; and speculation about causes and effects. The fourth section presents a writing prompt: a short story with directions for students to write about their reading; guidelines for students on working in small groups to discuss the story; and two writing assignments based on the short story. (RS)

ED 365 983 CS 214 159

A Sampler of English-Language Arts Assessment. Middle Grades (Preliminary Edition). California Assessment Program.
PUB DATE- 92
NOTE- 133p.; For high school "sampler," see CS 214 158; for elementary grades "sampler," see CS 214 160.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; Junior High Schools; *Language Arts; Middle Schools; Program Descriptions; *Reading Achievement; Reading Tests; *Student Evaluation; Student Writing Models; Writing Assignments; *Writing Evaluation; Writing Tests
IDENTIFIERS- *California; Middle School Students; Writing Prompts

This sampler discusses California's English-language arts assessment program and presents examples of middle grades reading assessments, writing assessments, and writing prompts. The first section of the sampler takes an integrated look at the changes which make up the new English-language arts assessment. The second section presents the scoring guide for reading, six student responses to a sample middle grades reading prompt, and commentary on each student response using the criteria in the scoring guide. The third section of the sampler notes that the grade eight writing assessment will "techniques" for teaching literature in secondary English classrooms and was uncomfortable with the response-centered literature curriculum presented in the course. Throughout the course, he persistently questioned the purposes of literature for what he called "non-English majors." Neither his conceptions of literature nor his attitudes towards students changed as a result of his experiences in the course. Unlike the first subject, the second subject (a member of a minority group) willingly struggled in the course to make sense of his previous encounters with literature and gradually began to view literature and the teaching of literature in new and powerful ways. The course offered the second subject a chance to develop his own voice as a future teacher. Findings suggest that teacher educators: (1) must become models of the kind of teaching they encourage; (2) should provide opportunities for prospective teachers to identify and examine their beliefs; and (3) should realize that their good intentions do not guarantee results. (Contains 38 references.)

ED 366 002 CS 214 183

Brooks, Lisa M.
Creative Writing in the Middle Schools.
PUB DATE- 19 Nov 93
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993). For related papers, see CS 214 184-186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *College School Cooperation; Cooperative Learning; Cooperative Programs; *Creative Writing; Elementary School Students; Grade 6; Graduate Students; Intermediate Grades; Middle Schools; Public Schools; Urban Education; *Writing Skills
IDENTIFIERS- African Americans; Collaborative Learning; English Teachers; *Middle School Students; New York (Buffalo); *State University of New York Buffalo

In a collaborative project between School #74 in Buffalo, New York, and the Graduate School of Education at the State University in Buffalo, predominantly African American sixth graders enhance their writing skills through creative tasks. They also develop their writing voices and gain some exposure to university life. Graduate students in English and social studies, along with two professors, team up with the middle school students and their teachers to explore writing poetry, descriptions, and imagined narratives about college. Each year the students publish an anthology of their writing. The project is thriving, now into its fourth year. (SAM)

ED 366 003 CS 214 184

Tortorella, Heidi
Teaching Human Diversity in the Middle School.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993). For related papers, see CS 214 183-186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Reading: Evidence from a Deep and a Shallow Orthography" (Ram Frost); "Relational Invariance of Expressive Microstructure across Global Tempo Changes in Music Performance: An Exploratory Study" (Bruno H. Repp); and "A Review of 'Psycholinguistic Implications for Linguistic Relativity: A Case Study of Chinese' by Rumjahn Hoosain" (Yi Xu). (RS)

ED 366 021   CS 508 428

Kaufmann, Paul
Experiential Instruction of Listening for College Students: Theoretical and Practical Approaches to Teaching Listening. Evaluating Listening Texts.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Listening; Readability; Textbook Content; *Textbook Evaluation; Textbook Research; *Textbook Selection
IDENTIFIERS- *Listening Strategies; *Text Factors

Eight college listening texts were selected and evaluated by the following criteria: organization, supporting material, and readability. Text organization was assessed by preface material, table of contents, index, and references. Text supporting material was evaluated by the use of hard data, soft data, visual aids, and bibliographies. Text readability was judged by transitions, tone, visual structure, and reading level. Worksheets were developed for each of the criteria, and numerical scores were assigned to each of the texts evaluated. (Worksheets for evaluating the texts, summaries of data, and a rank order of the eight texts are included.) (Author)

ED 366 022   CS 508 429

Danielson, Mary Ann; Hollwitz, John
Evaluating Directors of Forensics: A Job Analysis Approach.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Communication Research; Construct Validity; *Debate; *Evaluation Criteria; Faculty Evaluation; Higher Education; National Surveys; Performance Factors
IDENTIFIERS- Debate Tournaments

A preliminary study tested the reliability and validity of an instrument that was constructed to identify and measure the various dimensions, tasks, and worker characteristics associated with performing the functions of a director of forensics. Three-part questionnaires were mailed to 210 forensics programs, representing both public and private institutions of varying sizes, and all types of forensics programs. Sixty-three of 205 deliverable surveys were returned, for a response rate of 31%. Results indicated that the of Environmental Pollution" (Christina R. Ader); and "A Cognitive Model of Communication Processes and Acceptance of People with AIDS" (Mahmoud A. M. Braima). (NKA)

ED 366 042 EA 024 681

Master Plan for Tennessee Schools, 1993: Preparing for the Twenty-First Century.
PUB DATE- Nov 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Educational Finance; *Educational Improvement; *Educational Objectives; *Educational Quality; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Intermediate Grades; *Master Plans; *Mission Statements; Preschool Education; Professional Development; School Based Management; School Readiness
IDENTIFIERS- *Tennessee

This document describes Tennessee's 1993 Master Plan for education and the state's progress toward achieving eight of its key goals. Goals are outlined for achieving results in the areas of early childhood education, primary and middle grades education, high school education, technology, professional development and teacher education, accountability, school leadership and school-based decision making, and funding. Following the mission and vision statements and overview, eight sections describe each goal, outline the strategies to achieve that goal, and identify progress indicators. (LMI)

ED 366 043 EA 024 952

Reaching for Higher Standards: 1992. South Carolina Reports on Progress toward the National Education Goals.
PUB DATE- Oct 92
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Literacy; *Educational Objectives; Elementary Secondary Education; Graduation; Mathematics Achievement; *Performance; Public Schools; School Readiness; Science Instruction; *State Norms; *State Standards; Substance Abuse
IDENTIFIERS- National Education Goals 1990; *South Carolina

This document describes South Carolina's progress during 1991-92 toward achieving the six National Education Goals, first formulated at a meeting between the U.S. president and the 50 state governors in September, 1989. The goals, which are listed at the beginning of this report, are targeted respectively at: (1) school readiness; (2) school completion; (3) student achievement and citizenship; (4) science and math attainment second to none; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. Each chapter presents the following information related to each national goal: (1) South Carolina's performance toward that goal; (2) factors that influence the state's progress; (3) an overview of the current service-delivery system; (4) an analysis of the current services' effectiveness; and (5) recommendations for action. Findings indicate that far too many children in South Carolina do not reach schools ready to learn. Ensuring school readiness requires providing conditions at home, in districts, transferring territory, and unifying school districts. A series of flowcharts explain the 25 percent petition, the 10 percent petition, the state criteria for approvals, and the guidelines for administering the California Environmental Quality Act regulations. Chapter 6 details the requirements of the Education Code Section 35753 governing reorganization proposals. Chapter 7 lists the various effects of a district organizational change on a school district and its employees, property, funds, obligations, bond indebtedness, and revenue limit. The requirements for elections and public hearings are listed in the eighth chapter. Chapters 9 and 10 describe the new governing board and its operations and other functions of the county committee. The final two chapter summarize the appeals process related to transfers of territory and procedures for reorganizing community colleges. Appendices contain state regulations; a list of chartered counties, cities, and school districts; and sample forms. (LMI)

ED 366 062 EA 025 562

Implementation of Middle Grade Reforms in California Public Schools, 1988-89 through 1992-93.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Program Implementation; *Public Schools; *School Restructuring; *State Norms; State Surveys
IDENTIFIERS- *California; Middle School Students

This document presents findings of a study that examined the extent to which middle-grade reforms in California actually affected the restructuring of middle-level education throughout the state. The California Middle Grades Task Force's report, "Caught in the Middle," led to the creation of the California Middle Grades Reform Model, initially implemented statewide through 10 Regional Networks of 115 partnership schools. Data were derived through a survey of more than 600 California schools, which included both partnership and nonpartnership schools. Findings indicate widespread implementation of middle-grade reform goals that correspond directly with the Task Force's intent. Approximately 40 percent of network schools reported substantial or extensive gains in student achievement, compared with 35 percent of all schools. However, 73 percent of all schools reported moderate to extensive achievement gains in the past 5 years. Other information is provided on school characteristics, construction and remodeling, interdisciplinary teams, active learning structures, tutoring, varied instructional strategies, flexible scheduling programs, advisory programs, heterogeneous student groupings, reforms to benefit at-risk students, college preparation courses, staff development, the middle-school/college relationship, changes in preservice teacher preparation, and achievement. The report is composed of charts, figures, and interpretive critiques based on observations of survey respondents from 1988-89 through 1992-93. A total of 46 figures is included. (LMI)

ED 366 063 EA 025 563

Johnson, Bob L., Jr.; Sperry, David J.
The 1993 Utah Legislative Session: Policy Implications for Educational Structure and Governance.

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Education; *Educational Administration; Educational Philosophy; Elementary Secondary Education; Information Management; *Information Technology; Internship Programs; Models; Organizational Climate; Professional Education

This handbook is comprised of four chapters that examine the history and reform of educational administration. Chapter 1, "The Mythology of Reform in Educational Administrator Preparation: Antecedents of Paradigms Lost," by Thomas Wiggins, examines myths in educational administration and problems with traditional paradigms. Chapter 2, "Beyond the Administrative Internship: A Proposal for the 1990s," by Robert G. Owens and Carl R. Steinhoff, examines issues involved in changing the traditional internship model from one that is based on the medical-education model to a model of professional education. In chapter 3, "Administrator Preparation Programs: Levels of Discourse," Paul A. Pohland develops an analytical framework to examine alternatives to administrator preparation programs presented in "Approaches to Administrative Training in Education" (Murphy and Hallinger, 1987). The final chapter, "Exploring the Effects of Computer-Mediated Work on Educational Organizations," by Muriel Mackett, Frederick Frank, and Peter Abrams, explores the implications of technological intervention and the effects of computer-mediated work environments on the field of educational administration. References accompany each chapter. (LMI)

ED 366 084 EA 025 586

Wendel, Frederick C., Ed.
Reforms in Empowerment, Choice, and Learning. UCEA Monograph Series.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Adult Learning; Elementary Secondary Education; Higher Education; Journal Writing; *Participative Decision Making; School Based Management; *School Choice; *Student Journals; *Teacher Participation
IDENTIFIERS- *Teacher Empowerment

This handbook presents three chapters that explore reforms in teacher empowerment, school choice, and administrator-education programs. In chapter 1, "Leading Empowerment," Zarif Bacilious and C. John Tarter discuss the role of administrator education in empowering teachers. They argue that the educational-administration profession should have a sympathetic, rather than an indifferent or opposing stance, toward teacher empowerment. Chapter 2, "Challenging the Assumption that Choice Is All That Freedom Means: A French Case Study," by Frances C. Fowler, applies the theoretical concept of freedom developed by John Rawls (1971) to a case study of a French school-choice program in effect since 1959. In chapter 3, "Pedagogical, Sociological, and Developmental Concerns of Future Administrators: Implications for Instructional Design from Student Journals," Connie C. Fulmer focuses on the process of journal writing: (1) as learning tool for students in educational administration programs; and (2) as a research technique for assessing the pedagogical, sociological, and of why the Office of Educational Research and Improvement, and educational research in general, has such a low status and its connection to education reform is so remote. Emphasis placed on the differences that divide reformers, researchers, and educators instead of similarities that bind them together lie at the root of why the educational system is still at risk after a decade of reform. A specific group needs to focus attention on how available knowledge is being used. The current system of top-down reform is not working effectively because it does not give teachers and educational professionals a voice in formulating educational-reform policies that they are asked to implement. Imposing educational reform on teachers contradicts a democratic value that says those who are affected by a decision should have a voice in making that decision. Recommendations to improve the status of educational research include the following: (1) reexamine the traditional assumptions of educational research; (2) focus more closely on the "democratic socio-technical" model, by Wirth; (3) encourage values that bring us together as democratic citizens; and (4) bring more teachers into the process of educational research. (KDP)

ED 366 105   EA 025 615

Bezzina, Michael
System Level Support for School Effectiveness.
PUB DATE- Jan 94
NOTE- 22p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; *Catholic Schools; Effective Schools Research; Elementary Secondary Education; Foreign Countries; *Organizational Development; *Professional Development; *School Effectiveness; Teacher Supervision
IDENTIFIERS- *Australia

This paper describes the efforts of a private Australian school system to implement practices that facilitate system-wide school effectiveness. The Diocese of Parramatta, a system of 73 primary and secondary Catholic schools, implemented system-level practices that embody elements of Fullan's (1987) notions of support and pressure. The implementation and relationship of five school-development practices are described: school development processes, principal appraisal, professional development for principals, professional development for teachers, and teacher supervision. Pressure is present in the school-development and appraisal processes, and support exists in the form of teacher and professional development, supervision, and provision of consultancy and resources. A systemic framework for school effectiveness has been developed, based on commonly accepted wisdom about the role of the principal, the significance of professional development, and the interdependence of school development, appraisal, and professional development. (LMI)

ED 366 106   EA 025 616

Bezzina, Michael; Koop, Tony
Educational Reform in NSW: Mismatched Freedoms?
PUB DATE- Jul 91
NOTE- 10p.; Paper presented at the Annual Meeting of the

Annotated Bibliography on Secondary Special Education and
Transitional Services. Volume 8.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Demonstration Programs; *Disabilities; *Education Work Relationship; Federal Aid; Research and Development; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS- Office of Special Educ Rehabilitative Services

Eighth in a series of bibliographies in the field of transition for students with disabilities, this document contains 367 citations, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. Special emphasis is on materials produced by transition projects funded by the Office of Special Education and Rehabilitative Services (OSERS). Each citation contains basic bibliographic information, subject descriptors, and an annotation or abstract. Author, title, and descriptor indexes are linked to the numbered citations. Also provided is the "Cumulative Listing of Transition Institute Documents in ERIC." Additionally, the "OSERS Project Products Listing," organized by competition number, lists materials developed by particular projects is included. (DB)

ED 366 126 EC 302 720

Jahoda, Gerald
How Do I Do This When I Can't See What I'm Doing? Information Processing for the Visually Disabled.
PUB DATE- 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adjustment (to Environment); Adults; Blindness; *Computer Oriented Programs; *Daily Living Skills; *Employment Opportunities; Employment Potential; Individual Development; Information Management; Information Sources; Job Search Methods; *Leisure Time; Organizations (Groups); Partial Vision; Recreational Activities; *Visual Impairments

This book, by an author with a visual impairment, is written for people with a visual disability who wish to learn about alternate ways of processing information, including reading, writing, organizing notes, and doing everyday tasks. The first chapter describes ways of adjusting to the loss of sight and managing everyday living skills. The second chapter deals with the use of computers by people with visual impairments and covers the basics of computer operations, adaptive computer input and output devices, and commonly used application programs. Chapter 3 discusses personal information management systems. Chapter 4 lists types of jobs held by people with visual disabilities and reviews steps needed to enter or re-enter the job market. Leisure activities are discussed in the strategies for reinforcing basic money skills and improving student on-task behaviors in the classroom. Pretests and posttests as well as systematic observation were used to evaluate the intervention. Results indicated increased achievement levels of basic coin money skills for the target group. Students also demonstrated increased on-task behaviors. Appendices include student data of previous mastery of basic money skills, the coin money skills pretest/posttest, summary of pretest data, the observation form (used both before and after program implementation), summary of observation data, lyrics to coin money skills song activities, coin face manipulative reproduceables and coin identification chart, explanation of a schoolwide money skills student video project, and an attachment of recommended music resources to reinforce basic skills. (Contains 35 references.) (DB)

ED 366 145 EC 302 739

Reganick, Karol A.
Full Inclusion: Analysis of a Controversial Issue.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Trends; Elementary Secondary Education; *Mainstreaming; Normalization (Disabilities); Opinions; *Regular and Special Education Relationship; School Restructuring; *Social Integration; Trend Analysis
IDENTIFIERS- *Inclusive Schools; *Regular Education Inservice Initiative

This review of the literature and analysis looks at the concept of full inclusion of students with disabilities in the context of the regular education initiative (REI). The concept of full inclusion is explained as the use of new methods, techniques, and strategies to teach students with and without disabilities in the same classroom. Identification of assumptions underlying the issue precede specific arguments both for and against full inclusion. An analysis of the validity of both sets of arguments considers attitudes of educators, parents, and students. Next, the paper looks at values emphasized and compromised by the full inclusion model such as increased emphasis on cooperative learning and social development and possible compromises in the values of educational excellence and efficiency. The paper concludes that full inclusion is the preferred condition but should not be the only possibility. Also stressed is the importance of specialists, classroom teachers, parents, and students all participating in student program development and decision making. (Contains 212 references.) (DB)

ED 366 146 EC 302 741

Koyanagi, Chris; Gaines, Sam
All Systems Failure: An Examination of the Results of Neglecting the Needs of Children with Serious Emotional Disturbance. A Guide for Advocates.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Nietupski, John A., Ed.; Chappelle, Sandra A., Ed.
A Dispersed Heterogeneous Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School To Work. Year 2 Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Community Support; *Education Work Relationship; Employment Programs; Job Development; Job Placement; Labor Turnover; *Mental Retardation; Mild Mental Retardation; Models; Moderate Mental Retardation; Placement; Program Implementation; Referral; Secondary Education; Severe Mental Retardation; Social Integration; *Supported Employment; *Transitional Programs

The Dispersed Heterogeneous Placement (DHP) supported employment project involved dispersal of three to five consumers across several departments/areas in a larger business or across several businesses in close proximity. The individuals placed had a wide range of talents and disability severity levels. Typically, a four-person site might have one person with mild retardation, two with moderate retardation, and one with severe or profound retardation. A combination of a single job coach and natural coworker support was provided to foster successful employment and social integration. Six sites were established over the 2 project years, offering nontraditional job opportunities in leading community firms. The job retention rate was lower than desired, and strategies for improving the success rate are suggested. Following the project description, four papers are presented, with the following titles and authors: "Dispersed Heterogeneous Placement: A Model for Transitioning Students with a Wide Range of Abilities to Supported Employment" (John Nietupski and others); "Incorporating Sales and Business Practices into Job Development in Supported Employment" (John Nietupski and others); "Leveraging Community Support in Approaching Employers: The Referral Model of Job Development" (John Nietupski and others); and "Job Retention within the DHP Project" (Sandra Chappelle and John Nietupski). (Some papers contain references.) (JDD)

ED 366 164 EC 302 768

Ysseldyke, James E., Ed.; Thurlow, Martha L., Ed.
Views on Inclusion and Testing Accommodations for Students with Disabilities. Synthesis Report 7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 69p.; For other reports in this series, see EC 302 769-773.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adaptive Testing; Deafness; *Disabilities; Educational Assessment; Educational Philosophy; *Educational Policy; Elementary School Students; Elementary Secondary Education; Hearing Impairments; *Mainstreaming; Outcomes of Education; Secondary School Students; *Student Evaluation; Testing Problems; *Testing Programs
IDENTIFIERS- Arizona; Inclusive Schools

Culture, and Language Awareness" (Denis Girard); "What Role for Grammar After the Communicative Revolution?" (Marianne Celce-Murcia); "Collocations: Where Grammar and Vocabulary Teaching Meet" (Graeme D. Kennedy); "Using Drama Techniques in Language Teaching" (Hyacinth Gaudart); and "Television News, the Computer and Foreign Language Learning" (Ulrike Hanna Meinhof). (MSE)

ED 366 182   FL 021 740

Rodgers, Theodore S.
After Methods, What?
PUB DATE- 90
NOTE- 23p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Educational Strategies; Educational Trends; *Instructional Design; Models; Research Utilization; Second Language Instruction; *Second Language Learning; *Teaching Methods; Trend Analysis

A discussion of second language instruction looks briefly at some shortcomings of traditional method-based approaches and examines what are predicted to be major influences on language teaching in the 1990s. Objections to method-based instruction include the inadequacy of the term "method," its prescriptive approach, lack of distinction between methods in classroom practice, and the fact that it is only one part of instructional design. A broader model of instructional design is proposed, based on four areas of consideration: (1) knowledge considerations, or the content and learner outcomes; (2) instructional consideration, or factors that affect design and delivery of instruction, including methods, media, and materials used; (3) learner considerations, including age, proficiency level, and developmental stage; and (4) administrative considerations, such as authority, policy, and commitment. Factors identified as likely to shape language instruction in the 1990s include: continuing inquiry into the nature of language and linguistic content of instruction; acknowledgment of the commonalities of many current methods; continued interest in teaching and learning styles; a larger role for technology; recognition of the role of cultural variables in learning success; concern for social organization in learning tasks; sociolinguistic research findings; new knowledge of cognition and motivation; and reexamination of authority structures. (MSE)

ED 366 183   FL 021 741

Bolitho, Rod
An Eternal Triangle? Roles for Teacher, Learners and Teaching Materials in a Communicative Approach.
PUB DATE- 90
NOTE- 11p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Compensation

NOTE- 739p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Second Language Programs; Foreign Countries; Higher Education; *Instructional Materials; *Material Development; Questionnaires; Second Language Instruction; *Uncommonly Taught Languages

A project surveyed the instructional materials development needs of the less commonly taught languages (LCTLs) language teaching community. The national survey in 1992 covered 82 languages and surveyed approximately 1,000 language course instructors and program directors at national resource centers and universities in the United States receiving graduate fellowships under the Foreign Language and Area Studies program. The questionnaire solicited information on language courses taught at each institution and the instructional materials used for these courses. The results of these queries comprise the bulk of this report. Each language was assigned to one of eight world areas: East Asia (e.g., Chinese, Japanese); Eastern Europe and the Former Soviet Union (e.g., Albanian, Greek); Latin America and Caribbean America and the Caribbean (e.g., Haitian Creole, Portuguese); Middle East and North Africa (e.g., Arabic, Hebrew); Northern Europe and Catalonia (e.g., Catalan, Danish); South Asia (e.g., Bengali, Hindi/Urdu); Southeast Asia and Pacific Islands (e.g., Burmese, Tagalog); and Sub-Saharan Africa (e.g., Acholi, Yoruba). Each world area report is introduced by a review briefly describing the status of languages in the world area. Each review is followed by individual reports on each language in that area; the descriptions vary in length from 5-15 pages. Language reports include the materials currently in use (textbooks, audiotapes, videotapes, computer courseware) arranged by level and the materials needed for each level. The four appendixes include a list of languages by world area, the language course report form, the program director questionnaire and a list of the participating institutions and reviewers of the reports. (VWL)

ED 366 204 FL 021 804

Walsh, Kath; Rebaczonok-Padulo, Michael
Two Different Approaches to Teaching Final-Year Projects for Mechanical Engineers and Biotechnologists at Ngee Ann Polytechnic: Case Studies Approach.
PUB DATE- Apr 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Communication Skills; Engineering Education; English (Second Language); Foreign Countries; Higher Education; Program Descriptions; *Speech Communication; *Teaching Methods; Teamwork; Writing Instruction; Writing Skills; *Written Language
IDENTIFIERS- Ngee Ann Polytechnic (Singapore)

The Oral and Written Communication (OWC) course at Ngee Ann Polytechnic was originally intended to equip students with occupational skills (e.g., report- and letter-writing, public speaking) but has expanded to be a course aimed at helping third-year mechanical engineering students to develop third-year project reports. This has been done through the use of the United Nations Development Project (UNDP) material developed for this purpose by lecturers from Ngee Ann and Singapore

*Language Styles; *Literary Genres; *Media Selection; Second Language Instruction

It is proposed that genre/discourse community interaction is a critical element in the teaching of English for Special Purposes (ESP). All text is intended to promote interaction between writer and audience. Authentic texts generally have a central purpose: to change opinion, introduce a new idea, or encourage a specific action. The principle features of a written text that qualifies it as a genre include: (1) a name by which members of the discourse community can readily identify it, such as "grant" or "memo"; (2) a characteristic form and style that distinguish it from other genres; (3) a specific form and style that serve communicative or community purposes; and (4) conventions of form, style, and purpose within a range of permitted variation. Students of ESP must be introduced to each of these features. Suggestions for classroom instruction are to: begin with familiar genres; use authentic texts that are also prototypes accepted within the targeted discourse community; use expert readers and writers as resources concerning text purpose, form, and style; contextualize texts; and emphasize features necessary to community purposes. (MSE)

ED 366 225 FL 021 851

Aweiss, Salem

Comprehension Assessment Measures in Second and Foreign Language Reading.

PUB DATE- 93

NOTE- 31p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Evaluation Methods; *Language Tests; *Rating Scales; *Reading Comprehension; *Reading Tests; Second Language Instruction; *Second Languages

Assessment of second language reading comprehension has evolved from a relatively narrow conceptualization of reading as a process of mastering hierarchically ordered subskills, with the author as primary creator of meaning, to reading as an interaction among reader, author, and text. Reading assessment has several purposes: sorting students; diagnosing individual problems; and evaluating instructional effectiveness. Most measurement methods are based on a psychometric perspective, but a cognitive approach, which sees reading as a constructive process, may give more insight into why a learner is able or unable to master specific objectives. Conventional measures of reading comprehension include multiple-choice questions, short-answer questions, and cloze tests. Currently, text recall is considered the best method for inferring comprehension. Criticism of the method focuses on its inappropriateness for the English-as-a-Second-Language situation, absence of an objective weighting and analyzing system, time consumed, holistic approach, and lack of differentiation of processes and skills used. However, a constructive activity scale can be used with a recall protocol to identify the cognitive activities involved in text comprehension. Such a scale would analyze activities on four levels: prepropositional/fragmented associations, knowledge/details retelling, assimilation, and problem-solving and integration. The proposed method allows for both quantitative and qualitative assessment. (MSE)

Three major tables present the norms for type of institution and control for all freshmen, for men, for women; for universities by selectivity level and by sex; and for four-year colleges by selectivity level. An overview presents a summary of results and identifies major trends since the survey started in fall 1966. These indicate the following: (1) 65 percent of freshmen are planing to pursue advanced degrees after college; (2) the most freshmen ever (75.1 percent) cite being able to make more money as a "very important reason for attending college"; (3) the percentage of students applying to four or more colleges reached 22.2 percent compared to 19.1 percent the previous year; (4) a record number of freshmen reported high levels of stress (23.2 percent) or feeling depressed (9.4 percent); and (5) students' secondary school grades reached the highest levels ever with 27 percent reporting averaged grades of A minus or higher. Extensive appendixes contain information on research methodology, the survey instrument, coding schemes, institutions participating in the survey, data precision, and a sample report furnished to participating campuses. (JB)

ED 366 244   HE 027 085

20 Years: Putting It All Together. Proceedings of the Annual Conference of the North East Association for Institutional Research (20th, Bolton Landing, New York, November 6-9, 1993).
PUB DATE- Nov 93
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alumni; *College Administration; College Freshmen; Crime; Data; *Data Analysis; Demography; Educational Finance; Electronic Mail; Enrollment Trends; Federal Aid; Financial Exigency; *Higher Education; Institutional Mission; *Institutional Research; Outreach Programs; Program Evaluation; *Research Methodology; School Holding Power; Sex Differences; Teacher Salaries; Telecommunications
IDENTIFIERS- Internet; Suffolk County Community College NY

This report of the proceedings of a conference on institutional research techniques contains information on the conference and 23 selected papers. Conference information includes the program, a list of steering committee members, and a list of attenders. The following papers are included: (1) "Examples of How Institutional Research Can Help Campus Administrators with Their Survey Research Needs" (Karen W. Bauer); (2) "No Pain, No Gain: How One College Emerged Stronger from the Fiscal Crisis" (Craig A. Clagett); (3) "Outreach Programs and Their Varying Impact on Key Market Segments" (David J. Costello); (4) "Analytical Techniques for Studying Student Retention" (Anne Marie Delaney); (5) "Designing Alumni Research for Assessment and Planning" (Anne Marie Delaney); (6) "Beyond E-mail: Getting Data from the Internet" (Jim Fergerson); (7) "To Have and To Hold: On the Meaning of 'Retention'" (Thomas B. Flaherty and Jennifer A. Brown); (8) "Making the Most of the Mission Review: A Topical Case Study" (Eleanor Fujita and Mark Oromaner); (9) "A Review of Reliability, Validity and Useability Considerations in the Use of the Writing Sample as an Index of Program Effect" (Stanley S. Jacobs, Mary Ann Ausetts); (10) "Developing Consistency Data for the ASQ Plus" (Ellen Armstrong Kanarek); (11) "Using the Admitted Student Questionnaire to Determine Cognitive Fit between Incoming Students and College and Predicting the Future Enrollment Behavior" (Yun K. Kim); (12) "Faculty Salary Equity--Comparison of Two Methodologies" (Denise A. Krallman); (13) "Salary Compression Analysis"

Robinson, Jacquelyn P.; Horne, Herbert R., Jr.
Relationship between Perceived Leadership Ability and Aspiration Levels of High School Students.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Aspiration; *Correlation; Grade Point Average; *Home Economics; *Leadership Qualities; Secondary Education; *Secondary School Students; *Self Concept; *Self Evaluation (Individuals); Sex Differences
IDENTIFIERS- Dimensions of Self Concept

A study examined the relationship between self-perceived leadership ability and aspiration levels among 262 randomly selected consumer and home economic students in grades 7 through 12. The Dimensions of Self Concept (DOSC) questionnaire and a demographic survey instrument were administered to the students to gather data on their gender, age, and grade point average (GPA). Next, descriptive statistics were used to depict the distribution of self-concept, correlational statistics were used to explore the relationship between the five subscales of the DOSC, and analysis of variance was used to identify the effects of sex, age, and GPA. A moderate correlation (.52) between student aspiration levels and perceived leadership and initiative ability was found. According to the analysis of variance, GPA was statistically significant for the Leadership and Initiative subscale of the DOSC. In the case of the Level of Aspiration subscale, gender, age, and GPA were all significant. The students included in this pilot study were found to be comparable to those of the DOSC norming group. (Contains 14 references.) (MN)

ED 365 786 CE 065 365

Duke, Chris, Ed.
Liberal Adult Education--Perspectives and Projects. A Discussion Paper in Continuing Education. Number 4.
PUB DATE- Dec 92
NOTE- 114p.; Based on papers presented at the Symposium on Liberal Adult Education (Oxford, England, July 13-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Adult Education; Change Agents; College Programs; Competence; Cultural Pluralism; Curriculum Development; Educational Change; *Educational Needs; *Educational Objectives; *Educational Practices; *Educational Trends; Foreign Countries; Higher Education; Labor Education· *Liberal Arts; Lifelong Learning; Participatory Research; Performance Contracts; Self Determination; Vocational Education; Womens Education
IDENTIFIERS- Australia; Great Britain; Japan; United States

This document contains 14 papers on the purposes and traditions, challenges and dilemmas, and new approaches and issues in liberal adult education. The following papers are included: "Introduction" (Duke); "Decus et Tutamen: Liberal Adult Education" (Thomas); "Tradition in British University Adult Education and the WEA Workers' Educational Association " (Fieldhouse); "The WEA and Liberal Adult Education" (Ross); "Liberal Adult Education as Catalyst for Change: Everett Dean Martin and the American Association for Adult Education" (Day); "Liberal Adult Education and the Liberation of Adults"

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Students; *Community Colleges; Demography; *English (Second Language); Individual Characteristics; *Participant Characteristics; *Prior Learning; *Special Education; State Surveys; Student Characteristics; Tables (Data)
IDENTIFIERS- *Iowa

A study examined the demographics and preliminary skill levels of adults enrolled in programs of adult special education, adult basic education (ABE), and English as a second language (ESL) in Iowa. Data were collected from a representative (but not statistically random) sampling of 495 ABE participants from Iowa's 15 community colleges. The major findings were as follows: (1) the population served was balanced with respect to gender; (2) 65% were below 36 years of age; (3) 80% were enrolled in ABE programs; (4) 77% had fewer than 12 years of education; (5) participants with more than 12 years of education or with college diplomas were enrolled almost exclusively in ESL programs; (6) 12% had fewer than 7 years of education; (7) 84% spoke English, and the remaining 16% spoke Vietnamese, Spanish, Chinese, or other languages; (8) 67% were Caucasian, 14% Black, 5% Hispanic, and 11% Asian or Indo-Chinese; (9) 43% of the special education students can recognize certain words and phrases; (10) ESL programs are serving three main ethnic groups (Indo-Chinese, Asians, and Hispanics); and (11) nearly half of the ABE learners can read at a high school entry level but have significantly lower math skill levels. (Appended are a test score interpretation table and guidelines for interpreting tables included in the document.) (MN)

ED 365 805 CE 065 417

Work Education Guidelines.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Education; Educational Legislation; *Educational Practices; Foreign Countries; Guidelines; High Schools; *Legal Responsibility; On the Job Training; Participation; Program Administration; Program Development; *Program Implementation; Program Improvement; Records (Forms); *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Manitoba

This guide is intended to assist coordinating teachers in Manitoba in facilitating school and community efforts in developing and improving educational experiences in the workplace. The following topics are covered: the nature and scope of work education (what work education is, programs using it, objectives and outcomes, and related instruction); basic principles of work education (cooperation and communication); participants in work education (students, parents, employers, workers, teachers, administrators, and advisory committees); legal aspects of work education (Public Schools Act and Regulations, student safety, workers compensation, student age limitations, liability, and use of forms); work education practices (planning the use of work education in programs, recruiting and maintaining workstations, caring for students in includes three steps: action (determining the tenets and role of health promotion), reflection (deepening analysis of the health promotion process), and action (developing plans for application of PE methodology). Each step is illustrated through case studies. This document contains information on the history of PE, the workshop planning model, and the case studies. Appended are a summary of comments/suggestions regarding the workshop, tips for planning workshops, a 35-item resource list, names/addresses of the workshop participants, and descriptions of participatory techniques for use in conducting workshops. Among the techniques outlined are exercises for helping participants get to know one another, energizing discussion groups, and identifying and analyzing common problems. (MN)

ED 365 824   CE 065 453

Varley, Pat, Comp.
Windows of Opportunity, Strategies for Organizational Change. Proceedings of the Annual Health Promotion Division Workshop (10th, Toronto, Ontario, Canada, September 27, 1991).
PUB DATE- 27 Sep 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Allied Health Occupations Education; Change Agents; *Change Strategies; Foreign Countries; *Health Promotion; *Organizational Change; Professional Continuing Education; *Public Health; *Workshops
IDENTIFIERS- Canada

The workshop "Windows of Opportunity: Strategies for Organizational Change" was designed to help health professionals from a variety of community settings share their experiences and knowledge and become better informed about organizational change. The session began with a keynote address by David Morley, a professor of environmental studies at York University, and a warm-up exercise. The workshop facilitator identified four models of change (the machine, organism, community, and learner models) as guidelines for change agents in health and social organizations. Participants reviewed their own unique situations regarding organizational change and shared their experiences in small group discussions. Participants then worked to develop creative solutions to the problems inherent in many organizational change situations. Next, they identified and discussed the skills, knowledge, and challenges facing them as change agents. (Appended are the workshop brochure, agenda, warm-up exercise, and evaluation; a list of suggested readings; lists of facilitators/committee members and workshop participants; and reprints of the following articles: "Frameworks for Organizational Change: Towards Action Learning in Global Environments" (David Morley); "Mobilizing Organizations for Health Enhancement: Theories of Organizational Change" (Robert A. Goodman, Allan B. Steckler); and "Why Change Programs Don't Produce Change" (Michael Beer, Russell A. Eisenstat, Bert Spector). (MN)

ED 365 825   CE 065 456

Certification of Students under Veterans' Laws. Information for Certifying Officials and Other Advisors of Veterans, Their Dependents or Survivors, and Servicepersons.
SPONS. AGENCY- Department of Defense, Washington, D.C.; Veterans Administration, Washington, D.C.

the pedagogical possibilities of the audio teleconferencing system with which they had worked previously. Although tutorials conducted via the Optel Telewriter cost approximately twice as much as telephone tutorials, they were still far more cost-effective than face-to-face instruction. (Appended are a chart detailing the organizational structure of the USQ Distance Education Centre and the student attitude questionnaire. Twelve tables/figures and 13 references are included.) (MN)

ED 365 842 CE 065 487

Anderson, Elizabeth; Miller, Christina
Time Alternative: A Sentence of Life Improvement.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Correctional Rehabilitation; Crime; Crime Prevention; *Criminals; *Literacy Education; Program Development; *Program Implementation; Recidivism; *Referral

This handbook and a companion video are intended for use by adult education programs interested in implementing a court referral program for adult education. It highlights the Preparation for Employment Program (PEP), a special project of the Shoals Area Tri-County Adult Education Program that requires offenders lacking minimal basic skills to enter the local adult education program. The handbook provides information on literacy and incarcerated persons in order to establish factual evidence that something must be done to change the cycle of events leading up to a person's release from jail. An overview of the court referral program is followed by detailed procedures for court referrals. These four phases are described: Phase 1--organizations/goals/objectives (meeting with agencies); Phase 2--developing paperwork (routing system, paperwork); Phase 3--implementation (roles and responsibilities for these agencies: adult education, judges, Department of Human Resources, District or County Attorney, and juvenile, adult, and federal probation officers); and Phase 4--follow-up/tracking. A day in an adult education class is then outlined. The following sample forms are appended: order to complete court referral evaluation; evaluation and recommendation--preparation for employment program; orders to appear in court; adult basic education checklist; General Educational Development Program progress checklist; and PEP project report. (YLB)

ED 365 843 CE 065 488

Hollenbeck, Kevin
Classrooms in the Workplace. Workplace Literacy Programs in Small and Medium-Sized Firms.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.; Pew Charitable Trusts, Philadelphia, PA.; Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Distance Education for Health Personnel: New Strategies.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Cooperative Planning; *Developing Nations; *Distance Education; *Educational Strategies; Foreign Countries; Guidelines; Instructional Material Evaluation; Models; Program Administration; Program Development; Program Evaluation; *Strategic Planning; *Workshops
IDENTIFIERS- *Africa

An intercountry workshop on distance learning (DL) was conducted at the University of Khartoum, Sudan, in November 1991. Individuals involved in the World Health Organization's (WHO's) Health Learning Materials network in nine African countries (Sudan, Ethiopia, Guyana, Kenya, Mauritius, Tanzania, Uganda, Zambia, and Zimbabwe) met to share their experiences in managing and administering DL systems. Groups of workshop participants used actual problems and case studies to develop realistic DL strategies, an adaptable model DL project, strategies for intercountry collaboration, and guidelines for evaluating DL programs. The formation of an intercountry committee on DL was proposed to complement the efforts of the WHO's Health Learning Materials Clearinghouse in Geneva in furthering the development of DL in individual countries. (This document includes the following materials developed during the workshop: model for planning and administering DL programs, guidelines for evaluating the impact of DL programs for health workers, criteria for assessing DL materials, and strategies for promoting intercountry collaboration in DL. Appended are a list of workshop participants and two workshop case studies.) (MN)

ED 365 862   CE 065 514

Chitanda, Rackson
Health Education by Radio: A Zambian Experience.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developing Nations; *Distance Education; Educational Cooperation; Educational Practices; *Educational Radio; Foreign Countries; *Health Education; *Health Promotion; *Instructional Effectiveness; *Program Design
IDENTIFIERS- *Zambia

Zambia's Health Education News radio program, which was launched in 1982, features 15-minute broadcasts in English and several local languages. The primary objectives of the radio program are to encourage individuals to attend various health clinics and get their children immunized, teach communities to value their health, make people accept responsibility for their own health, and provide information on the symptoms and prevention of some common diseases. The World Health Organization (WHO) has encouraged Zambia's Ministry of Health to seek cooperation from other ministries and agencies involved in health promotion and share radio airtime with them. The WHO has also developed a

PUB DATE- 1 Jun 93
NOTE- 160p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; *Competition; Course Content; Course Descriptions; Educational Needs; High Schools; History; Job Training; *Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; Management Teams; Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Total Quality Management

This module for a Total Quality Management (TQM) course was designed to give students a broad background in TQM and its influence on the business world in the United States. It can be used in a U.S. history class, an economics class, an English class, or as part of a TQM course for high school or community college students. The module covers the following topics: (1) U.S. competitiveness; (2) TQM concepts; (3) quality "gurus"; and (4) paradigms and the need for change. These topics are presented in order to give students an organized approach to keeping pace and making progress in a continuously changing world. The module includes a bibliography listing 18 references. (KC)

ED 365 880   CE 065 640

Leigh, David
Total Quality Management (TQM): Training Module on "Continuous Improvement."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 50p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Course Content; Course Descriptions; High Schools; *Improvement Programs; Job Training; *Labor Force Development; Learning Activities; Learning Modules; Lesson Plans; Management Teams; Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Benchmarking; *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students covers the topics of benchmarking and the continuous improvement process. It includes the following components: (1) a narrative summary of the topics; (2) a discussion of benchmarking; (3) a benchmarking exercise (the "numbered ball" game); (4) a discussion of the continuous improvement process; (5) the Tenner and DeTorro Six Step Improvement Model; (6) a process improvement example; and (7) a discussion of pitfalls to process improvement. A bibliography lists six references. (KC)

ED 365 881   CE 065 641

Leigh, David

communicating with family and friends; (4) improve reasoning and decision-making skills; (5) become more knowledgeable about the effects of self-destructive behavior on their lives and adopt alternative behaviors; and (6) accept responsibility for their own decisions and learn to make choices that have a positive impact on their lives. The implementation of the "Dare to be You" program with first-time juvenile offenders in Latah County, Idaho is described and the impact of the program since its initiation in 1991 is reviewed. The document concludes that the "Dare to be You" program shows great promise as a diversion program for first-time juvenile offenders that can keep vulnerable youth from entering the formal juvenile justice system. (NB)

ED 365 901 CG 025 163

Ballantine, Malcolm
Career Development in Mid-Career: Practice and Problems from a British Perspective.
PUB DATE- 94
NOTE- 23p.; Paper presented at the Annual Meeting of the National Career Development Association (5th, Albuquerque, NM, January 13-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Guidance; Career Ladders; *Employment Practices; Foreign Countries; Job Training; Labor Force Development; *Middle Aged Adults; Midlife Transitions; Organizational Change; Police; *Training Methods
IDENTIFIERS- United Kingdom

The nature of employment in the United Kingdom has been changing significantly in recent years and a number of Government-led initiatives have been taken to help people to adapt to this. In particular, individuals are increasingly expected to take responsibility for their own training and development and employing organisations are being encouraged to support them in this. Central to these initiatives is a new system of educational and training qualifications to which has been added a formalised scheme for action planning. This paper outlines these changes and reports on the introduction of the action planning scheme to management development training for senior police officers. Through this it has been realized that the new initiatives--and indeed career guidance in general--have a strong bias in favor of young people entering the world of work for the first time. A model was developed which was felt to be more appropriate for supporting those in mid-career. Whilst helpful, this was shown to have some deficiencies. Proposals are made to improve the original model. (Author)

ED 365 902 CG 025 166

Butler, Edward R.; Markley, Howard D.
Developmental Characteristics of Nontraditional Aged Students.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American College Professional Association (Kansas City, MO, March 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *College Freshmen; Higher Education;

of relevant resources. (NB)

ED 365 922 CG 025 186

Family Research Council: 1993 Family Issues Survey Results.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Family (Sociological Unit); *Family Life; Parent Role; *Public Opinion; Racial Differences; Values

This document contains a variety of information sheets developed from a survey completed on behalf of the Family Research Council to explore the family attitudes of American adults (N=1,100). The top 10 findings from the 1993 Family Issues Survey are enumerated on a summary sheet. Following this summary, each of the top 10 findings is discussed individually on an "In Focus" sheet. "In Focus" sheets deal with these findings: (1) most Americans believe that the family is eroding, not merely changing; (2) African-Americans are the segment of American society most likely to believe children today have it rougher than their parents did when they were children; (3) most Americans value "traditional family values" more than tolerance for nontraditional lifestyles; (4) 9 out of 10 dual-earner couples believe mother at home is better than day care; (5) most workers would trade early retirement tomorrow for family time today; (6) by a two-to-one margin, Americans prefer low taxes to big government; (7) Perot voters could be a key education reform constituency; (8) veering left on social issues would hurt the Republican party in 1996; (9) most believe Dan Quayle was right: kids do fare best in two-parent families; and (10) consensus is possible on family issues if Americans put children first. (NB)

ED 365 923 CG 025 187

Balding, John; Shelley, Carolyn
Very Young People in 1991-2.
PUB DATE- 93
NOTE- 148p.; For the Health Related Behaviour Questionnaire results, see CG 025 188.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Dental Health; Drug Use; Elementary Education; *Elementary School Students; Foreign Countries; *Health; Interpersonal Competence; Nutrition; Physicians; Safety; Sex Differences; *Student Attitudes; *Student Behavior
IDENTIFIERS- *United Kingdom

This document contains the results of the Primary Health Related Behaviour Questionnaire which was administered to 7,852 students between the ages of 8 and 11 years in schools in England during the 1991-1992 school year. The preliminary sections of the report introduce the work being done by the Schools Health Education Unit at the University of Exeter, list the Unit's databanks, explain the survey, and describe the sample. The major text of the report is divided into eight groups, each dealing with a different health-related topic. For each group, actual survey questions are posed and tables provide percentage responses for boys and for girls in years 4, 5, and 6 of school. For some questions, responses from students in year 7 also are included. Each question and table of results

PUB DATE- 93
NOTE- 9p.; Printed on colored paper. Translated by Mette Brostrom and Lotte Rosbak Juhl.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Early Reading; Elementary School Students; Family Environment; Foreign Countries; Gifted; Individual Development; Prereading Experience; Preschool Children; Reading Research; *Student Characteristics; *Student Needs
IDENTIFIERS- *Denmark

A study established some characteristics of early readers and their homes and families, how they learned to read, and how their surroundings, and particularly the school, reacted. Approximately 300 Danish early readers and their families were interviewed and completed questionnaires. Results indicated that: (1) half the early readers had either a father or mother who was an early reader; (2) almost all the early readers were very curious, good at concentrating, and good at staying attentive; (3) many early readers remembered that their early reading surprised their parents; (4) interviews indicated that early readers showed a number of "indications"--early development of spoken language, interest in symbols and writing, and early awareness of the connection between spoken and written language; (5) homes of early readers were characterized by positive acceptance and approval; and (6) 30% of the early readers received negative reactions or no reaction from their schools. Findings suggest an urgent need for a differentiated teaching approach, which implies recognition that children are different and strengthening of the development of the individual. All pupils should be given developing instruction; the abilities and needs of gifted pupils need to be considered. (RS)

ED 365 942 CS 011 534

Eldredge, J. Lloyd
Exploring Relationships between Phonics Knowledge and Other Reading Related Variables.
PUB DATE- 3 Dec 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Developmental Stages; Models; *Phonics; Primary Education; *Reading Comprehension; Reading Research; *Word Recognition
IDENTIFIERS- Reading Fluency

To validate a group phonics test designed to measure students' phonics knowledge, a study examined possible causal relationships of phonics knowledge and sight word recognition, sight word fluency, general reading fluency, and reading comprehension. Subjects, 95 first graders, 95 second graders, and 95 third graders chosen at random from 3 schools with low, average, and high socio-economic populations, were tested. Relationships between phonics knowledge and the other reading variables were analyzed using a cross-lagged panel analysis. Results indicated that: (1) scores from a group phonics test and an individual phonics test were significantly related; (2) reading pseudowords was more difficult for the subjects than identifying pseudowords when read to them; (3) both phonics

63 students in two sections of an undergraduate reading course, completed a five-item questionnaire focusing on specific aspects of the course. Quantitative data analysis indicated that students agreed that read alouds, strategy application, "drop everything and read" time, chapter entries, article sharing, and cooperative learning were valuable in promoting their learning, in providing information for practical classroom application, and were enjoyable. Qualitative analysis of free responses indicated an awareness of the learning process and a view of learning that could be placed on a continuum from solitary transmission to social construction. Findings suggest that by immersing students in interactive approaches, teacher educators can have an impact on preservice teachers' learning. (RS)

ED 365 961 CS 011 556

Peck, Jacqueline K.
The Dynamics of ABE Social Networks.
PUB DATE- Dec 93
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Ethnography; *Group Dynamics; *Interpersonal Communication; Literacy Education; *Social Influences; *Social Networks; *Student Motivation; Teacher Role

To shed light on reciprocal social networks for adult literacy learners, an ethnographic study sought to understand the dynamics of social networks from a sociocultural perspective, that of the adult basic education learners themselves. Subjects were a diverse population of six adult learners at a suburban adult education center (five working to pass the General Educational Development test and one enrolled in an English-as-a-Second-Language class). Semi-structured interviews with open-ended questions were conducted. Results indicated that several factors had both supporting and hindering effects: family, teacher, schooling, and friends. One factor consistently emerged as entirely supportive of literacy growth--the learners themselves. Specific occupational goals emerged as another consistent factor in support of literacy growth. Findings suggest that these six people, by their words and actions, dramatically deny the deficit view of adult literacy learners. (One table of data is included.) (RS)

ED 365 962 CS 011 557

Sipe, Rebecca Bowers
Strategies for Poor Spellers.
PUB DATE- Feb 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; Elementary Education; Learning Strategies; Parent Participation; Principals; *Spelling; *Spelling Instruction; *Teaching Methods; Writing Skills
IDENTIFIERS- Spelling Growth; Spelling Patterns

A number of spelling strategies are available to help students include the full range of writing types that have been assessed in previous years, and provides references to where scoring guides and sample essays may be found. The fourth section presents a writing prompt: a short story with directions for students to write about their reading; guidelines for students on working in small groups to discuss the story; and three writing assignments based on the short story. (RS)

ED 365 984 CS 214 160

A Sampler of English-Language Arts Assessment. Elementary (Preliminary Edition). California Assessment Program.
PUB DATE- 92
NOTE- 100p.; For high school "sampler," see CS 214 158; for middle grades "sampler," see CS 214 159.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; *Evaluation Methods; *Language Arts; Program Descriptions; *Reading Achievement; Reading Tests; *Student Evaluation; Student Writing Models; Writing Assignments; *Writing Evaluation; Writing Tests
IDENTIFIERS- *California; Writing Prompts

This sampler discusses California's English-language arts assessment program and presents examples of elementary school reading assessments, writing assessments, and writing prompts. The first section of the sampler takes an integrated look at the changes which make up the new English-language arts assessment. The second section presents the scoring guide for reading, three student responses to a sample elementary reading prompt, and commentary on each student response using the criteria in the scoring guide. The third section of the sampler offers scoring guides and sample student papers for the two types of writing assessed in the 1992-1993 transition-year assessment: expressive writing and persuasive writing. The fourth section presents a writing prompt: an excerpt from a story with directions for students to write about their reading; guidelines for students on working in small groups to discuss the story; and a writing assignment based on the short story. (RS)

ED 365 985 CS 214 161

Writing Assessment Handbook: High School. California Learning Assessment System.
PUB DATE- 93
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; High Schools; High School Students; Special Needs Students; State Standards; *Student Writing Models; Test Manuals; *Writing Achievement; Writing Assignments; *Writing Evaluation; Writing Processes
IDENTIFIERS- *California; *California Writing Assessment; Writing Contexts

DESCRIPTORS- *Classroom Environment; Cooperative Learning; *Cultural Differences; *Disabilities; Elementary School Students; Enrichment Activities; Grade 6; Intermediate Grades; *Middle Schools; Public Schools; Urban Education; *Writing Processes
IDENTIFIERS- *Collaborative Writing; Education for All Handicapped Children Act; Kids on the Block Puppets; *Middle School Students; New York (Buffalo); Piaget (Jean)

Focusing on the culture of students with disabilities allows teachers to add another real-world dimension to the multicultural atmosphere of their classrooms. While Public Law 94-142 (the Education for All Handicapped Children Act) legislates what opportunities must exist for the differently able, volunteer program such as "Kids on the Block" encourage acceptance of those with disabilities. Using the Banraku style of puppetry, "Kids on the Block" brings four-foot-high puppets into the classroom and creates a climate that allows children to be more open about disability. After the introductory lesson presented by this volunteer group, sixth-graders at School #74 in Buffalo, New York, read and then wrote about the campers with disabilities depicted in Ron Jones's book "The Acorn People." Students read, took notes, and composed their summary of the book as a group. Addressing the issue of understanding persons with disabilities is not part of the English Curriculum per se, but it provides productive opportunities for group writing and for appreciation of diversity. (SAM)

ED 366 004 CS 214 185

Kutno, Stephen P.
Creative Writing in the Urban Middle School: Writing Imagined Narratives To Think about College.
PUB DATE- Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993). For related papers, see CS 214 183-186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Learning; Elementary School Students; Grade 6; Graduate Students; Higher Education; Intermediate Grades; Middle Schools; *Narration; Public Schools; Urban Education; Writing for Publication; Writing Processes; *Writing Skills
IDENTIFIERS- *Collaborative Writing; *Middle School Students; New York (Buffalo); State University of New York Buffalo

At the end of a 14-week program designed to help them improve their writing and editing skills and to increase their interest in college, sixth graders at School #74 in Buffalo, New York published a book of their imagined narratives. They titled the book "Kids With a Dream." Acting on the premise that school children have a better understanding of the narrative as opposed to expository form, graduate students from the State University of New York at Buffalo asked middle schoolers to write about an imaginary day in their life at college. Students first toured the university campus and met college students, professors, and administrators. Then the middle schoolers formed writing partnerships and co-authored their narratives which were published in an anthology. (SAM)

ED 366 005 CS 214 186

Szustak, Susan

instrument: (1) must include the fine "essential" dimensions (accounting and bookkeeping, administering the speech/debate program, arranging students' participation in off-campus tournaments, coaching speech/debate participants, and recruiting students for the speech/debate program); (2) should include the three "relevant" dimensions (directing on-campus tournaments; counseling and advising speech/debate students; and teaching a speech/debate class); and (3) may include the two "possibly relevant" dimensions (college/university and community service involvement, and moderating speech/debate student groups). Utilizing the write-in responses as a preliminary test of validity, the instrument was determined to have a high content validity. Findings suggest that the evaluation instrument appears to be generalizable to all types of programs in all types and sizes of institutions. (Two tables of data are included; 17 references and the questionnaire used to test the evaluation instrument are attached.) (RS)

ED 366 023 CS 508 430

Chen, Guo-Ming; Chung, Jensen
The Impact of Confucianism on Organizational Communication.
PUB DATE- Nov 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Confucianism; *Cultural Influences; Elementary Secondary Education; *Foreign Countries; Higher Education; Interpersonal Communication; *Organizational Communication
IDENTIFIERS- *Confucius; Educational Ideologies; Hong Kong; Japan; Singapore; South Korea; Taiwan

Confucianism has been identified as the major cultural factor that explains the economic success of the Asian Five Dragons (Hong Kong, Japan, Singapore, South Korea, and Taiwan). This paper explores the impact of Confucianism on the organizational communication in these nations, based on the four key principles of confucian teaching: the hierarchical relationship, the family system, "Jen" (benevolence), and the emphasis on education. The paper notes that the confucian emphasis on education at all levels has become one of the most important characteristics of Chinese culture, and the tradition is carried over to every Asian nation, especially the Asian Five Dragons. The paper further discusses the influence of these four principles of Confucianism on management behaviors and communication in the organization. The paper also explains the implication of Confucianism's influence on organizational communication. Three tables presenting Confucian principles and their relation to interpersonal communication, management, and organizational communication are included. (Contains 42 references.) (Author/RS)

ED 366 024 CS 508 431

Morreale, Sherwyn; And Others
Assessing Communication Competency in the Interpersonal Communication Course: A Laboratory-Supported Approach.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

communities, and at school, in which healthy development can occur. The overall rate of eighth-grade students earning a high-school diploma or GED is 70 percent; minority male students drop out at a slightly higher rate than nonminority males. Disparities in academic achievement exist according to race and gender. In regard to science and mathematics lack of agreement on what all students need to know plus a shortage of teachers trained in these fields constitute two major problems. Findings also indicate that enrollment in adult-education programs has increased since 1990-91. Finally, the reported incidence of alcohol and other drug use among the state's school-age population is, overall, significantly below national indicators. A total of 80 figures and lists of contributing agency heads and South Carolina Education Goals Panel members are included. The appendix contains a copy of the governor's executive order to create the Education Goals Panel. A separately-published 7-page "Executive Summary" has been appended. (LMI)

ED 366 044 EA 025 434

Raths, James; And Others
Primary School, School-Based Decision Making, Family Resource/Youth Services Centers. Second Year Reports to the Prichard Committee.
PUB DATE- Sep 93
NOTE- 59p.; For the first year reports, see ED 352 141.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decentralization; Family School Relationship; Governing Boards; *Primary Education; *School Based Management; *School Restructuring; *Social Services; *State Action; State Legislation
IDENTIFIERS- *Kentucky

This document is the second in a 5-year series of reports presented to the Prichard Committee, which monitors the progress of school reform in Kentucky. Three sections examine different aspects of the Kentucky Education Reform Act (KERA)--primary school programs, school-based decision making (SBDM), and family-resource and youth-services centers. The report on primary education examined nine schools that implemented KERA mandates for primary programs. Findings indicate a need for teacher guidance in authentic assessment, development of a statewide curriculum, and funding for instructional supplies and materials. Other concerns involved problematic student grouping patterns, confusion about the law, and a low level of parent involvement. The section on SBDM notes that the KERA requires most Kentucky schools to form SBDM councils by 1996. Data derived from interviews with various stakeholders showed that participants in SBDM councils are concerned with the short (1-year) term length, the low level of parent participation, inadequate training of council members in group-process skills, and new faculty and district roles. The third section substantiates findings of a 1992 report, which found that the Family Resource Centers program within the KERA was well designed and effectively implemented. However, issues in evaluation and implementation are raised. (LMI)

ED 366 045 EA 025 475

Craigie, Doug; And Others
Achieving Meaningful Student Participation: The Implications of Research into Secondary Schools in New South Wales.

PUB DATE- 12 Dec 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *School Based Management; *School Restructuring; *State Action; *State Legislation; *Statewide Planning
IDENTIFIERS- *Utah

This paper presents an overview and description of "significant" education legislation passed during the 1993 Utah Legislative Session. Specific attention is given to legislation that affects the governance and structure of education in the state. The centerpiece of the Governor's educational agenda and the definitive action of the 1993 Legislative Session was HB 100: The Centennial Schools Program. HB 100 represents an attempt in Utah to move toward site-based governance in public eduction. Although many questions surround its viability as an instrument of reform, the Centennial Schools Program is likely to remain an important part of the Governor's educational agenda. Other reforms addressed include the following: class size reduction; amendments to the state's public school-choice laws; revision of the Coordinated Service for Children and Youth At-Risk Act, and expansion of the role of the state's Strategic Planning Task Force on Education. Other than the Centennial Schools Program, none of the actions taken by the 1993 Legislature represent a radical departure from existing educational practices. Most represent refinements to existing legislation or the codification of that which reflects the ideas and philosophy expressed in the Strategic Plan for Public Education adopted by the Legislature in 1991. Two tables and a list of concerns about the Centennial Schools Program are included. (Author/LMI)

ED 366 064 EA 025 564

Lonnquist, M. Peg; King, Jean A.
Changing the Tire on a Moving Bus: Barriers to the Development of Professional Community in a New Teacher-Led School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 17 Dec 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Educational Change; Educational Innovation; Faculty Development; Intermediate Grades; Junior High Schools; *Leadership; Middle Schools; *Organizational Change; Organizational Climate; Organizational Communication; *Participative Decision Making; *Professional Development; *Teacher Participation

This paper examines the multiple challenges that emerged during the development of professional community in a middle school that attempted to decentralize decision making. Kruse and Louis' (1993) framework of the dimensions of professional community is used to analyze qualitative data collected at Whitehead Magnet School (located in a large metropolitan school district on the West Coast) over a 4-year period. The framework consists of five structural preconditions and six human-developmental impact of courses and programs on students. (LMI)

ED 366 085 EA 025 587

Wendel, Frederick C., Ed.
Applications of Reflective Practice. UCEA Monograph Series.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Administrator Education; *Curriculum Development; Doctoral Programs; Elementary Secondary Education; Higher Education; *Leadership; Leadership Qualities; Leadership Styles; *Leadership Training; Management Development; Schools of Education
IDENTIFIERS- *Reflective Thinking

The implications of reflective practices for educational leadership are examined in this publication, which contains three papers originally presented at the 1990 Convention of the University Council for Educational Administration. Ann Hart, Nancy Sorensen, and Kerri Naylor report on applications of reflective practice to educational administration. Their paper, "Learning to Lead: Reflective Practice in Preservice Education," is an investigation of the potential of reflection in a pilot study of aspiring administrators. Chapter 2, "Reflective Leadership: Restructuring the Research Curriculum and the Dissertation Process in Educational Administration," examines what changes might be made in graduate programs. Joan Shapiro and Donald Walters propose modifications of the Ed.D. dissertation and the research curriculum for practitioners. They encourage professors to listen to their students' voices for ideas regarding preparation programs. In chapter 3, Beverley Geltner describes the critical role of interpersonal relationships in school effectiveness in "As He Lives in Their World: Teachers' Perceptions of Their Principal's Leadership Behavior as Related to School Effectiveness," tells how teachers in a midwestern elementary school identified five behavioral characteristics of their principal--educational visionary, modeler, partner, supporter, and innovator. References accompany each chapter. (LMI)

ED 366 086 EA 025 588

Giroux, Henry A.
Educational Leadership and the Crisis of Democratic Culture. UCEA Monograph Series.
PUB DATE- 92
NOTE- 26p.; Paper originally presented as the keynote address at the UCEA Convention (University Park, PA, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Critical Theory; Criticism; Educational Administration; Educational Sociology; Elementary Secondary Education; Hermeneutics; Higher Education; Inquiry; Language; *School Restructuring

While examining the broader educational reform movement from a critical perspective, this essay focuses on the national political manifestation of that movement--America 2000. In

Australian Curriculum Studies Association (Adelaide, South Australia, Australia, July 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Decentralization; Decision Making; Educational Policy; Elementary Secondary Education; Foreign Countries; Policy Formation; School Administration; *School Based Management; *State Curriculum Guides
IDENTIFIERS- *Australia (New South Wales)

This paper examines the nature of educational changes in Australia, places them in a historical perspective, and describes their implications for the teaching profession and education system. Harrison's (1979) model of the school as a socio-technical system is used to explore current changes in the locus on decision making in New South Wales schools. Within this model, a school is comprised of four interacting subsystems--curriculum, structure, resource utilization, and human relationships. Focusing on curriculum and administration over three periods in Australian education (pre-1971; 1971-89; and 1990-present), the paper concludes that there has been a fundamental mismatch between the practice of curriculum decision making and that of administration since the early 1970s. An increase in school-based curriculum development (SBCD) was accompanied by schools' lack of access to and control over the resource utilization and structure subsystems. Despite their lack of power over administrative aspects, however, many teachers and schools successfully implemented SBDC. The future may entail trading the freedom to make curriculum decisions at the school level for a degree of freedom to make resource and structure decisions at the school level. A concern is the possible deskilling of teachers. One figure is included. (LMI)

ED 366 107 EA 025 617

Decker, Larry E.; Decker, Virginia A.
Rebuilding the Home-School-Community Partnership.
PUB DATE- Jan 94
NOTE- 12p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Community Education; *Community Involvement; Community Resources; *Community Services; Elementary Secondary Education; Family School Relationship; *Partnerships in Education; *Public Schools; School Community Programs; *School Community Relationship; Social Services

This paper outlines a process for rebuilding the educational partnership among schools, communities, and homes. The proress is based on community education, which is both a philosophy of education and a model for the systematic development of community and educational partnerships. The process has four major components: (1) provision of diverse educational services; (2) development of interagency cooperation and public-fifth chapter. These activities are grouped into three categories: those requiring physical effort, those that emphasize mental effort, and volunteer activities. The last chapter is on the blindness system--organizations of and for people with visual impairments. Benefits provided by these and other organizations are discussed. The text of each chapter is followed by a list of references and resources, including books, magazine articles, and recorded books. Also listed are some government and private organizations that provide services to people with visual impairments. (DB)

ED 366 127 EC 302 721

Ahearn, Eileen M.
Medicaid as a Resource for Students with Disabilities. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; *Disabilities; *Educational Finance; Elementary School Students; Elementary Secondary Education; Eligibility; *Federal Aid; Financial Support; Government School Relationship; *Medical Services; National Surveys; Preschool Children; Preschool Education; *Pupil Personnel Services; School Districts; Secondary School Students; State Departments of Education
IDENTIFIERS- Early Periodic Screening Diagnosis Treatment Prog; Individuals with Disabilities Education Act; *Medicaid

This report provides information for states and school districts on the use of Medicaid to support related services for students with disabilities. The report first presents some background material on the Medicaid program, including information about relevant laws and regulations. The Early and Periodic Screening, Diagnosis and Treatment component and its interface with the Individuals with Disabilities Education Act are also discussed. Procedures for accessing Medicaid reimbursement are briefly considered in an overview of billing practices that schools can follow. The current status of schools' involvement in the Medicaid program is presented, based on data from a recent survey of all states. Survey results are summarized. Additional issues and concerns are discussed, especially as related to the fiscal and eligibility features of the Medicaid program. The report concludes that Medicaid reimbursements for services provided to students with disabilities in schools are a potentially significant resource for districts. Appendices include a list of treatment services federally approved for Medicaid assistance and data on the states' activities in accessing Medicaid for student Individualized Education Program services. (Contains an annotated bibliography of 18 items plus a list of 16 individual and organizational resources.) (DB)

ED 366 128 EC 302 722

Borucki, William, Comp.
Libraries and the Physically Disabled: An Updated Guide to Information and Their Sources.

(120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Behavior Disorders; *Child Advocacy; Definitions; *Educational Needs; Educational Policy; Elementary Secondary Education; *Emotional Disturbances; Lobbying; *Mental Health Programs; Needs Assessment; *Policy Formation; Public Policy; Special Education; State Programs

This report documents the failure of the educational and mental health systems to meet the needs of children with severe emotional disturbances and provides a guide for advocates at both the state and local levels. Part 1 identifies priorities obtained through a national survey and reports major thrusts, including a wider array of services, services to maintain the family, and collaborative arrangements between schools and mental health systems. Next, data are provided concerning graduation/drop-out rates, professional staffing, placement, and identification. Current activities in 22 states and results demonstrating program effectiveness are summarized. Needs assessment activities in eight states are also summarized. Advocates are urged to consider policy changes in the following areas: planning, funding, interagency collaboration, the education system, the mental health system, families, and cultural issues. Specific strategies and tactics to bring about these policy changes are listed. Part 2 includes the philosophy statement of the Federation of Families for Children's Mental Health; proposed changes in the definition of "seriously emotionally disturbed" under the Individuals with Disabilities Education Act; a resource list of 19 items; a sample news release; a sample editorial; a draft letter to state officials; a list of issues to raise with state officials; and a list of state contacts. (DB)

ED 366 147 EC 302 742

Capie, Angus
Evaluating and Monitoring Community Services for People with Mental Handicap. A Partnership Approach: The New Zealand Experience.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Community Services; *Evaluation Methods; Foreign Countries; *Group Homes; *Mental Retardation; National Programs; Parent Participation; *Program Evaluation; Standards
IDENTIFIERS- *New Zealand

This booklet first looks at principles in evaluating services for people with mental retardation and strategies for evaluating and monitoring community services. It then describes two programs which involve parents/families in the evaluation and monitoring of community services in New Zealand. Basic principles include the importance of written standards, development of policy by service users, and linking of evaluation/monitoring systems with government standards. Several existing evaluation systems and accreditation procedures are briefly summarized. A two-level evaluation and monitoring system for community homes has been developed in New Zealand. At Level 1 local parents/consumers monitor homes and day programs on a frequent basis using a Key Points protocol

This monograph provides an overview of the issues surrounding inclusion and testing accommodations for students with disabilities and presents six papers discussing the issues. "Including Students with Disabilities in Systemic Efforts To Measure Outcomes: Why Ask Why?" (Bob Algozzine) argues that excluding any student from testing violates the spirit and practice of full inclusion. "Inclusion and Adaptation in Assessment of Special Needs Students in Arizona" (Paul H. Koehler) describes the Arizona Student Assessment Program, which has tried to include nearly all students with Individualized Education Programs by developing modified (mediated) forms of assessments. "Inclusion of Children and Youth Who Are Hearing Impaired and Deaf in Outcomes Assessment" (Barbara L. Loeding and Jerry B. Crittenden) contends that accommodations and participation in state and national testing should depend upon the deaf student's primary mode of communication, prior use of an interpreter, and functioning level or amount of hearing loss. "Inclusion and Accommodation: 'You Can Tell What Is Important to a Society by the Things It Chooses To Measure'" (Jack Merwin) points out that excluding students with disabilities from state and national testing affects group averages less than excluding other subgroups, such as children from low socioeconomic status groups. "Consequences and Incentives: Implications for Inclusion/Exclusion Decisions Regarding Students with Disabilities in State and National Assessment Programs" (Daniel J. Reschly) explores three inclusion/exclusion policy alternatives. "Inclusion and Accommodation in Assessment at the Margins" (Maynard C. Reynolds) suggests that acceptable test results may be gathered from 95 percent of pupils and that the other 5 percent (students in special education) may be assessed through other means. (Each paper contains references.) (JDD)

ED 366 165   EC 302 769

Geenen, Kristin; And Others
Synthesis Report Update 1993: Recent Activities in National Goals, Standards, and Tests. Synthesis Report 8.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 71p.; For other reports in this series, see EC 302 768-773.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Disabilities; *Educational Assessment; Educational Objectives; Educational Policy; Elementary Secondary Education; Evaluation Criteria; *National Competency Tests; *Public Policy; Special Education; Student Evaluation; Testing Programs
IDENTIFIERS- *Goals 2000; *National Assessment of Educational Progress

This report provides updated information on major national activities related to the development and assessment of educational outcomes of students with disabilities who are receiving special education services. The report reviews major initiatives in the areas of the national education goals (Goals 2000), standards, and national testing. The section reviewing the national education goals outlines 1993 progress toward each goal. The section on standards discusses content standards, performance standards, school delivery standards, and system performance standards, and discusses the establishment of criteria for standards. The section on national testing focuses

(Remuneration); Educational Strategies; Foreign Countries; Instructional Materials; Second Language Instruction; *Second Languages; Student Role; *Teacher Attitudes; *Teacher Education; *Teacher Role

A discussion of the relationship between teacher, learner, and instructional materials in second language teaching using the communicative approach argues that the teacher is the primary element in instructional effectiveness, without which the other salient features of the approach, learner-centeredness and appropriate materials, can not be implemented. It is proposed that teachers can be enthusiastic about their classrooms and about new approaches if they have been encouraged in their training experiences and attained a degree of proficiency in the language they teach. In addition, socioeconomic security and stability are seen as essential to teacher effectiveness beyond a minimal standard. (MSE)

ED 366 184 FL 021 742

Long, Michael H.
Task, Group, and Task-Group Interactions.
PUB DATE- 90
NOTE- 22p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Class Activities; Classroom Techniques; Elementary Secondary Education; *Group Dynamics; *Group Instruction; Second Language Instruction; *Second Languages; Teaching Methods

It is proposed that "method" is not a relevant construct for fostering change in the second language classroom, and that concern with specific methods can divert educators' attention from important instructional issues. Teachers usually organize instruction around tasks rather than methods, and therefore it would be more useful to analyze, research, and evaluate the tasks to discover the features that promote language teaching and learning. However, it is argued that for this to be a successful approach, careful attention must be given to the judicious use of group work, to the kinds of tasks teachers and learners work on, and to optimal combinations of task type and group. (MSE)

ED 366 185 FL 021 743

Nation, Paul
A System of Tasks for Language Learning.
PUB DATE- 90
NOTE- 15p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Class Activities; Classroom Techniques; *Cooperative Learning; Educational Objectives; Foreign Countries; *Independent Study; Instructional Effectiveness; Second Language Instruction; *Second Language

Polytechnics and the National University of Singapore. Feedback obtained from the mechanical engineering department indicates that students' project reports have improved: in a survey conducted at the close of the 1991-92 academic year by the mechanical engineering department, over 85% of the students who had undergone OWC indicated that they had found it useful. A team approach devised by the biotechnology department would reinforce the features of a formal report specific to biotechnology research. (JP)

ED 366 205 FL 021 805

Tan San Yee, Christine
Case for Quality Assurance in ESP English For Specific Purposes Programmes.
PUB DATE- 93
NOTE- 19p.; Paper presented at the SEAMEO Regional Language Center Regional Seminar (Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Curriculum Design; *Educational Quality; *English for Special Purposes; Foreign Countries; Programs; *Quality Control; Second Language Programs
IDENTIFIERS- *International Organization for Standardization

There is now a need, just like in industry, for quality assurance in education, for injecting systematically planned and formal processes, precise definitions, objectivity, and measurability in education. The demand for educational excellence in industry is "out there," and companies in more advanced countries are partnering educational institutes in meeting their own needs. The generic standards and guidelines of the International Organization for Standardization (ISO) have identified and described 20 elements of a quality assurance system. When companies comply with these standards through implementing quality procedures, they can be audited to see if they meet ISO quality standards, and obtain ISO 9000 certification. In advancing a case for quality assurance in English for specific purposes (ESP) programs, this paper discusses basic ESP concepts and describes the systems approach to ESP design and implementation, showing how the ISO 9000 elements of quality have application in ESP. The paper focuses on design specifications to indicate the existence of parallels, then suggests logical extensions of ESP design specifications that allow for closer parallelism. In ESP, design and implementation are concept and practices that fit with ISO 9000 quality assurance requirements, from the central idea of tailor-made courses and specification of objectives in performance terms, to needs analysis of target learning situations, to formative and summative program evaluations and feedback on teaching effectiveness to continuous re-design of curriculum and improvement of training. (JP)

ED 366 206 FL 021 807

Tubtimtong, Wanpen
The Problems of Translating Communicative Needs Into Course Design and Implementation.
PUB DATE- 20 Apr 93
NOTE- 14p.; Paper presented at the SEAMEO Regional Language Center Regional Seminar (Singapore, April 19-21, 1993).

ED 366 226 FL 021 852

Harrison, Ian D.
Collaborative Curriculum Renewal in a Tertiary Vocational Institution in Japan.
PUB DATE- Dec 92
NOTE- 19p.; Paper presented at the International Conference on Language and Content (Hong Kong, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Consultants; Cooperation; *Curriculum Development; Curriculum Evaluation; Evaluation Methods; Faculty Development; Foreign Countries; *Institutional Mission; Instructional Materials; *Interprofessional Relationship; Mission Statements; Needs Assessment; Organizational Communication; Postsecondary Education; Program Descriptions; *Second Language Programs; Student Evaluation; Vocational Education
IDENTIFIERS- Focus Groups Approach; *Japan

The process of revising the second language curriculum in a Japanese postsecondary vocational school is described, focusing on the collaborative approach taken. The school provides second language instruction and vocational training in several occupational areas. A number of research teams or "focus groups" were established, each with a clear statement of purpose and goals. The subsequent curriculum renewal process has three phases. In the first, 16 faculty and administrators in three focus groups developed a mission statement and philosophy for the institution, conducted a needs assessment among students, faculty, employers, and high schools, and developed goals and exit-level objectives for each program level. In the second phase, focus groups collated information on research and practice in various aspects of the language curriculum. In the third phase, four focus groups will work on development of curriculum evaluation instruments, faculty evaluation and development needs, provision of teacher and student resources, and student assessment. Lessons learned during the first two phases concern the need for effective communication, curriculum renewal as an opportunity for staff professional development, the role of consultants, and the need to establish realistic schedules. Problems occurring in a situation in which language and content instruction are provided in separate programs are discussed. (MSE)

ED 366 227 FL 021 853

Moody, James
Towards a Language Policy for Education in Papua New Guinea.
PUB DATE- 92
NOTE- 25p.; Paper presented at a Meeting of the Faculty of Education (Waigani, Papua New Guinea, August 31-September 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Change Strategies; *Educational Policy; Elementary Secondary Education; English (Second

(Denise A. Krallman); (14) "A Demographic and Economic Outlook for the 1990's" (Marcia M. Lee); (15) "An Analysis of Entering Freshman Survey Data as It Relates to Graduation Rates" (Linda M. LeFauve, Mark L. Molnar); (16) "Electronic Survey Data on Gopher" (Cynthia B. Lucia); (17) "How Insensitive Can You Get? Further Analysis of the 'Best Colleges' Rankings" (Michael D. McGuire); (18) "A Critical Multiplist Evaluation of Developmental Reading Instruction at Suffolk Community College" (Anthony Napoli, Paul Wortman, and Christina Norman); (19) "Inferential Research Methods in Educational Administration: Benefits and Limitations" (Caroline L. Pike, Sharon L. Todd); (20) "Organizational Influences on Disparities between Male and Female Faculty Salaries" (Catherine E. Regan, J. Fredericks Volkwein); (21) "Influence of Background Variables on Students' Evaluation of Faculty" (Stuart L. Rich); (22) "An Analysis of Patterns of Federal Support for Academic Science and Engineering: 1981-1991" (James F. Trainer); and (23) "The Relationship of Campus Crime to Campus and Community Characteristics" (J. Fredericks Volkwein, Bruce Szelest, Alan J. Lizotte). (JB)

ED 366 245   HE 027 086

Muir, Roy, Ed.; May, Jerry, Ed.
Developing an Effective Major Gift Program: From Managing Staff to Soliciting Gifts.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Colleges; *Donors; Fund Raising; Higher Education; Private Financial Support; *Program Development; Staff Development
IDENTIFIERS- *Gifts

This publication contains 15 papers concerned with the establishment at colleges and universities of new major gift programs or the improvement of existing programs. The papers, all by development professionals in higher education, are as follows: (1) "An Introduction to the Major Gift Process" (Jon Cosovich); (2) "Strategic Management of a Major Gift Program" (David R. Dunlop); (3) "Developing Major Gift Staff" (Carol L. O'Brien); (4) "Setting Guidelines: Assessing and Directing Major Gift Staff for Optimal Results" (Don Myers); (5) "Prospect Research: Key Methods for Discovering and Targeting Donors" (John Gliha); (6) "Prospect Management: Tracking and Coordinating Information" (Carole W. Karsch); (7) "Prospect Identification and Assessment: Using Prospect Meetings and Peer Review" (Linda J. Marks); (8) "Using Volunteers in the Major Gift Program" (David G. Pond); (9) "Narrowing the Major Gift Market: Principal Gifts" (William F. Dailey, Lucretia L. Martin, and Dennis J. Caplis); (10) "An Effective Model of Principal Gift Program" (William H. Boardman Jr.); (11) "Developing Prospect Strategies" (Marjorie E. Millar); (12) "Factors of Engagement: Using Volunteer Committees and Special Events to Cultivate Donors" (Charlotte B. Heartt); (13) "Asking for Major Gifts" (A. H. "Bud" Edwards and William Outhouse); (14) "Major Gift Case Studies" (James W. Osterholt and Roger A. Meyer); (15) "Stewardship of Major Donors" (William R. Haden). Includes a bibliography of major donor research resources. (JB)

(Shimada); "Vocationalism, Competence and Dewey's Liberalism" (Hyland); "Contractualism: The Modern Alternative to Liberal Adult Education in the Australian University" (Bagnall); "The Liberal Tradition: How Liberal? Adult Education, the Arts and Multiculturalism" (Jones); "Accreditation: The Dilemma of Liberal Adult Education" (Benn); "Women's Education in Japan" (Yamamoto); "Liberal Adult Education: A Contemporary Approach" (McIntosh); "Adult Education from Below: Notes from a Participatory Action Research Project" (Schratz); "Lifelong Education a Necessity" (Gestrelius); and "Postscript--The Wadham Conversation" (Duke). (MN)

ED 365 787   CE 065 366

Care, Wm. Dean
Examination of Motivating Factors Attracting Licensed Practical Nurses into a Registered Nursing Program.
PUB DATE- Dec 93
NOTE- 50p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Aspiration; Adult Education; Developed Nations; Dislocated Workers; *Enrollment Influences; Foreign Countries; *Improvement Programs; Learning Motivation; *Nurses; *Nursing Education; Participant Characteristics; Postsecondary Education; Professional Training; *Student Characteristics; *Student Motivation
IDENTIFIERS- Canada (West)

A study identified characteristics and motivating factors that influenced licensed practical nurses (LPNs) to participate in a registered nursing (RN) upgrading program at a hospital in western Canada. A literature review considered the concepts of motivation, participation, adult learning, and life transitions and explored a variety of models and theories. A modified Education Participation Scale, incorporated into a participation survey, was used for data collection. The questionnaire was mailed to all LPNs enrolled in the upgrading program. The respondents were asked to respond to each item in relation to the extent it had influenced his or her decision to participate in the program. Descriptive statistics used to analyze the data included frequency distribution, measurement of central tendency (mean scores), and measurement of variability (standard deviation). Of 106 surveys distributed, 64 were returned. The results indicated that LPNs pursuing an RN upgrading program were primarily motivated by a desire for professional advancement, professional knowledge, and acquisition of credentials. When respondents were asked to identify other factors that motivated them to pursue the upgrading program, the majority responded that compliance with authority was the main reason. The demographic information showed that this population consisted of nontraditional, older students with many years of nursing experience. The survey instrument is appended. Contains 26 references. (YLB)

ED 365 788   CE 065 367

Presler, Myles
Literacy Impact Organizing Handbook.
PUB DATE- 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

the workplace, and helpful hints). Appended are work education program registration and workers compensation coverage forms, a checklist for work educators, a list of community resources, a 17-item list of resource materials, pertinent excerpts from Manitoba's laws, and responsibilities of Manitoba Education and Training. (MN)

ED 365 806 CE 065 418

Unit-Credit Titles under Program Headings, Directory. Technology Education: Vocational Industrial, Industrial Arts, Home Economics.
PUB DATE- 93
NOTE- 64p.; For a related document, see CE 065 419.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Credit Courses; Foreign Countries; High Schools; *Home Economics; *Industrial Arts; *Technology Education; *Vocational Education
IDENTIFIERS- *Manitoba

This directory lists the unit-credit titles of the technology education courses offered in Manitoba, along with their corresponding department codes and course numbers. Sections A through C list the unit-credit titles of the following vocational-industrial clusters: heavy industrial (agriculture, auto body repair, building construction, building custodial services, building operations and power engineering, electricity, heavy-duty mechanics, horticulture and landscaping, industrial controls and automation, industrial electricity, industrial mechanics, machine shop, metals and aerospace technology, mineral science, plastics technology, power technology, power mechanics, refrigeration and air-conditioning, resources and environmental management, sheet metal works, welding); light industrial (advertising art, audio recording productions and performance, drafting, electronic communications, electronics, fashion technology and design, graphic arts, industrial electronics, jewelry arts, photography, production art, radio and television broadcasting, technical drafting); and human services (child care, cosmetology, dental assisting, dental technology, family and community services and health programs, food services, health care assistant, health services admissions, hotel hospitality, human services, pharmacy technicians). Listed in Sections D and E are unit-credit titles for home economics and industrial arts courses. (MN)

ED 365 807 CE 065 419

Technology Education Guidelines: Vocational Industrial, Industrial Arts, Home Economics.
PUB DATE- 93
NOTE- 35p.; For a related document, see CE 065 418.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Articulation (Education); *Credit Courses; *Financial Support; Foreign Countries; Home Economics; Industrial Arts; *Integrated Curriculum; *Program Development; Secondary Education; *Technology Education; Vocational Education
IDENTIFIERS- *Manitoba; Related Subjects Instruction

This guide is intended as a source book of policies, ideas, and

PUB DATE- Apr 89
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Disabilities; *Eligibility; Federal Legislation; Federal Programs; Job Training; Postsecondary Education; Public Policy; Records (Forms); *Student Certification; *Student Financial Aid; Student Loan Programs; *Training Allowances; *Veterans; *Veterans Education; Vocational Rehabilitation; Work Study Programs
IDENTIFIERS- *Department of Veterans Affairs

This guide, which is intended to help school officials involved in certifying the enrollment of persons training under U.S. veterans' training programs and/or advising students who may be potential beneficiaries of such education programs, summarizes Department of Veterans Affairs (DVA) policies and procedures relative to certifying students under federal veterans' laws. The following topics are discussed: educational assistance programs (education programs and supplemental education benefits); training and rehabilitation for veterans with service-connected disabilities (vocational rehabilitation); application procedures to be followed by students; basic information for certifying officials; payment procedures; the certification process; changes in enrollment status; and procedures for selected types of courses/training (independent study and open-circuit television courses; refresher, remedial, and deficiency courses; change in program/place of training; cooperative course; farm cooperative programs; training in foreign countries; certification of attendance for programs not leading to standard college degrees; and verification of pursuit at institutions of higher learning). A glossary is included. Appended are a comparison of education benefits available to persons on active duties, selected reserve members, and veterans' survivors and dependents; sample application, certification, and other miscellaneous forms; and a directory of DVA regional offices. (MN)

ED 365 826 CE 065 457

Chlebowska, Krystyna
Knowing and Doing: Literacy for Women.
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; *Educational Needs; Foreign Countries; Instructional Materials; Lesson Plans; *Literacy Education; Material Development; Participation; *Program Development; Program Implementation; Role of Education; *Self Actualization; *Womens Education
IDENTIFIERS- *Empowerment

In many instances, literacy trainers do not consider the specific needs and interests of women learners even when developing programs for audiences in which women outnumber men. Various United Nations agencies have proposed principles to integrate the gender issue into development programs and projects. By

PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs; Basic Skills; Case Studies; *Economic Impact; Educational Needs; Educational Policy; *Educational Practices; Educational Trends; *Instructional Effectiveness; *Literacy Education; National Surveys; Participant Characteristics; Public Policy; Skill Development; *Small Businesses
IDENTIFIERS- *Michigan; *Workplace Literacy

A study examined the characteristics and impact of workplace literacy programs in businesses with fewer than 500 employees. Particular emphasis was placed on workplace literacy initiatives in Michigan. Case studies and telephone surveys were conducted to determine the extent of basic skills deficiencies and incidence of workplace literacy programs, attributes of programs and workers who participate in them, and impact of workplace literacy programs. Although between 20% and 40% of hourly employees were found to have some basic skills deficiencies, fewer than 5% of small businesses have a workplace literacy program. The major reasons cited for offering workplace literacy programs were receipt of subsidies and a desire to improve employee well-being, meet customer requirements/improve customer relations, and meet increased competition. Over 20% of firms without programs wanted to initiate one. Workplace literacy programs were found to improve workers' communication and mathematics skills, boost work attitudes and job skills, improve the quality of companies' output, and enhance individual workers' productivity and earnings by 10-20%. It was recommended that federal and state governments provide funding and technical assistance to workplace literacy programs. (Summaries of the 28 Michigan case studies are appended. Also included are 24 tables/figures and 15 references.) (MN)

ED 365 844 CE 065 490

Farr, J. Michael, Ed.
Job Strategies for Professionals. A Survival Guide for Experienced White-Collar Workers.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- Adults; Career Change; Career Development; Career Planning; *Dislocated Workers; *Employment Interviews; Employment Opportunities; Job Applicants; Job Application; *Job Search Methods; Labor Market; Managerial Occupations; Professional Occupations; *Professional Personnel; *Resumes (Personal); *Unemployment

This book, aimed at college-educated professional people, contains nine chapters covering job loss and strategies for finding new employment. Originally published by the U.S. Employment Service under the title "Job Search Guide: Strategies for Professionals," the guide presents an overview of the job search, including handling job loss, managing personal resources, self-assessment, researching the job market, networking, preparing a resume, and interviewing. Chapters 1 and 2 provide guidance in dealing with personal, family, and financial issues that might arise during the job search. Chapter 3 provides interactive exercises to help the job seeker assess his or her skills, interests, and abilities and identify achievements. Chapter 4 identifies resources for targeting the job search and provides suggestions on how to series of preproject considerations, planning and management strategies, airtime-scheduling and manpower guidelines, and market research/testing guidelines for Zambian radio. This document also contains an analysis of the strategies used in radio broadcasting to inform and educate communities and a discussion of various program formats, including radio forum, open broadcasting, listening groups and tape recordings, letter spot programs, competitions, discussion panels, storytelling, spot announcements, incorporation of music and soap opera format into health promotion programs, and interviews. (Also included are 20 references/suggested readings.) (MN)

ED 365 863 CE 065 567

Lambert, Michael P., Ed.; Welch, Sally R., Ed.
Home Study Advertising Handbook.
PUB DATE- 93
NOTE- 131p.; For related handbooks, see ED 357 259 and ED 363 786.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Advertising; *Correspondence Study; *Distance Education; Independent Study; Marketing; Postsecondary Education; Salesmanship
IDENTIFIERS- *Direct Mail Advertising

This handbook contains a collections of nine articles on the subject of direct-response advertising. The handbook gives advice on how to create effective advertisements for home study courses. The nine articles are the following: "Overview of Home Study Advertising in the 1990s" (Michael P. Lambert); "Ad Features that Sell" (Nancie E. Robertson); "How to Write Direct Marketing Headlines" (Axel Andersson); "How to Write Ad Copy" (Colleen McGuire); "Testing Home Study Advertising" (John F. Thompson); "Effective Tracking and Measurement in Direct Response Advertising" (Richard A. Kruger); "Creating a Winning Home Study Ad" (Erick Scheiderman); "Working with Media Sales Representatives" (Jim Valentine); and "Television Advertising" (James K. Isenhour). The handbook also includes "A Suggested Reading List for Home Study Marketers" (Axel Andersson) that lists and describes 15 books and magazines in the advertising and direct mail fields. (KC)

ED 365 864 CE 065 568

Vocational Rehabilitation Counselor Certification Workshop. Training Resource Book.
PUB DATE- Jun 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; Course Content; Educational Resources; Federal Government; *Federal Programs; *Occupational Information; *On the Job Training; *Rehabilitation Counseling; Rehabilitation Programs; *Vocational Rehabilitation; Workshops
IDENTIFIERS- *Office of Workers Compensation Programs

This training resource book is designed to be used by employees of the Department of Labor, Office of Workers' Compensation

Total Quality Management (TQM): Training Module on "Empowerment/Teamwork."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 124p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Course Content; Course Descriptions; Educational Needs; High Schools; Improvement Programs; Job Training; Labor Force Development; *Leadership Training; Learning Activities; Learning Modules; Management Teams; *Organizational Development; Organizations (Groups); *Participative Decision Making; *Quality Control; *Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Empowerment; *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students covers the topics of empowerment and teamwork. It includes the following components: (1) a narrative summary of the topics; (2) a discussion of employee empowerment; (3) a discussion of teamwork and self-directed teams; (4) a discussion of leadership and shared vision; and (5) a summary of training needs. A bibliography lists 14 references. Handouts and transparency masters are included. (KC)

ED 365 882 CE 065 642

Leigh, David
Total Quality Management (TQM): Training Module on "Focus on Processes."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 34p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Course Content; Course Descriptions; *Formative Evaluation; High Schools; Improvement Programs; Job Training; Labor Force Development; Learning Activities; Learning Modules; Management Teams; *Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; *Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students contains a brief overview of the definition of processes, a section on process flow diagrams, and a section on process management as well as a description of process variation. Examples are used throughout the module to make processes easier for students to understand. A bibliography lists six references. Handouts and transparency masters are included. (KC)

ED 365 883 CE 065 643

Leigh, David
Total Quality Management (TQM): Training Module on "Focus on the

*Individual Development; Life Style; *Nontraditional Students; *Social Attitudes; Social Development; Social Psychology
IDENTIFIERS- Chickering (Arthur W); *Student Developmental Task and Lifestyle Inventory

This research examined Chickering's psychosocial developmental characteristics of nontraditional aged (25-45) university freshmen and compared these developmental characteristics with those reported for traditional aged (18-24) freshmen to determine if significant differences exist between these groups of students. The Student Developmental Task and Lifestyle Inventory (SDTLI), which has been validated as a reliable means of measuring Chickering's psychosocial developmental characteristics with traditional aged students, was used. Results suggest that nontraditional aged students appear to function at a higher level than traditional freshmen on most of the measures, at about the same level on two scales and below traditional aged students on one. Implications and recommendations for colleges and universities are suggested. A list of suggested readings is also included. Additional tables of data are available from the senior author. (Author)

ED 365 903 CG 025 167

Butler, Edward R.; Glennen, Robert E.
Initiations Rituals: Sanctioning Rites of Passage Rituals to Increase Involvement.
PUB DATE- Apr 91
NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; College Environment; *College Freshmen; Higher Education; Social Development; *Social Integration; *Social Structure; Social Systems
IDENTIFIERS- Hazing; Initiation Rites; *Rites of Passage; *Rituals

Anthropologists have documented the importance of rites of passage rituals for marking the successful passage from one position in the social structure to another. The characteristics and importance of rituals and rites of passage to mark the transition high school to college will be presented. It is proposed that colleges and universities utilize this knowledge and establish sanctioned, rigorous, initiation rituals for new students (and some clubs) as rites of passage to increase the students' involvement and sense of belonging and responsibility in their new collegiate community, factors known to affect satisfaction, retention and graduation rates. (Contains 41 references.) (Author)

ED 365 904 CG 025 168

Dean, Diana; And Others
Death of a Special Person: The Grieving Process. Symposium (University of Central Texas, Killean, Texas, November 13, 1991).
PUB DATE- 13 Nov 91
NOTE- 30p.; Poor print quality may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Death; Emotional Response; *Grief; *Human Services; Psychological Patterns; Psychological Services; Social Support

is followed by a brief commentary on the findings. Group 1 questions focus on diet and nutrition; group 2 questions deal with dentist visits and dental health; and group 3 questions focus on health and safety. Group 4 questions relate to leisure-time activities and the student's home routine; group 5 questions concern smoking and drinking; and group 6 questions on money examine how much money students receive and how they spend it. Group 7 questions deal with bicycle road use and sports. Group 8 questions refer to social relationships, sources of information about sex, and problem-sharing. The survey itself is appended. (NB)

ED 365 924 CG 025 188

Balding, John
Young People in 1992.
PUB DATE- 93
NOTE- 315p.; For the Primary Health Behaviour Questionnaire results, see CG 025 187.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Age Differences; Dental Health; Drug Use; Elementary Secondary Education; Foreign Countries; *Health; Interpersonal Competence; Nutrition; Physicians; *Preadolescents; Safety; Sex Differences; *Student Attitudes; *Student Behavior
IDENTIFIERS- *United Kingdom

This document contains the results of the Health Related Behaviour Questionnaire which was administered to 20,218 students between the ages of 11 and 15 years in schools in England in 1992. The preliminary sections of the report explain the questionnaire and the survey, list the Schools Health Education Unit's databanks, describe the 1992 sample, and discuss the Unit's major report on trends across age groups and time, "Young People into the Nineties" (which is not included). The major text of the report is divided into eight groups, each dealing with a different health-related topic. For each group, actual survey questions are posed and tables provide percentage responses for boys and for girls in years 7, 8, 9, and 10 of school. Each question and table of results is followed by a brief commentary on the findings. Group 1 questions focus on diet and nutrition; group 2 questions deal with doctor and dentist visits; and group 3 questions focus on health and safety. Group 4 questions relate to leisure-time activities and the student's home routine; group 5 questions concern smoking, drinking, and drug use; and group 6 questions examine working for money, levels of income, and things on which students spend money. Group 7 questions deal with physical fitness and sports. Group 8 questions refer to social relationships, sources of information about sex, and problem-sharing. Also included are questions about Acquired Immune Deficiency Syndrome (AIDS) awareness. The survey itself is appended. (NB)

ED 365 925 CG 025 189

Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders: Program Summary.
PUB DATE- Dec 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

tests measured phonics knowledge, but at different levels of understanding; (4) correlations of both phonics test forms suggest that both were significantly related to word recognition and reading comprehension; (5) phonics knowledge was related to word recognition, fluency of reading, and reading comprehension; (6) the ability to read pseudowords accurately and fluently was related to both word recognition and reading comprehension; (7) word recognition was related to reading fluency and comprehension; and (8) both phonics knowledge and word recognition abilities developed predictably as children moved up through the grades. (RS)

ED 365 943 CS 011 535

Simmons, Deborah C.; And Others
Integrating Narrative Reading Comprehension and Writing Instruction for All Learners.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Grade 8; *Instructional Effectiveness; *Integrated Curriculum; Junior High Schools; Junior High School Students; Middle Schools; *Reading Comprehension; Reading Research; Reading Writing Relationship; Short Stories; Story Grammar; *Writing Instruction; Writing Research
IDENTIFIERS- Middle School Students; Oregon; Text Factors

A study examined the effects of an integrated reading/writing curriculum on the narrative writing of students in general education eighth-grade classrooms. Subjects, 93 students (including 10 with learning disabilities) from middle to upper-middle socioeconomic backgrounds at a suburban middle school in western Oregon, were administered narrative writing probes pre- and post-intervention to assess students' ability to plan, organize, and write stories for topic prompts. Students were enrolled in four sections taught by two teachers; students from one teacher's classes served as the experimental group and the other teacher's classes participated in the control condition. Instructional materials included 10 short stories. The integrated reading and writing curriculum was designed in three interdependent phases: learning narrative text structure; learning a writing process; and learning to generate stories. Students in the control condition received instruction and practice on narrative text comprehension. Results indicated that students in the experimental group significantly outperformed students in the control group--their stories contained more fully developed ideas, content, settings, characters, and attempts to solve the central problem than students in the control classrooms. Results also indicated that all students in the integrated condition benefitted from the curriculum, although students continued to have difficulty generating well-developed stories. Findings suggest the potential value of investing in curriculum development that equips learners with transferrable and maintainable knowledge. (Two tables of data are included; 22 references are attached.) (RS)

ED 365 944 CS 011 536

who do not have a good visual memory. Phonics is a valuable tool in the early grades. Many students benefit from studying word families. Mnemonic devices and tactile methods are also useful. Spelling gains importance when students write, although both the purpose for writing and the audience must be considered. The dilemma for principals is how to provide appropriate guidance and support for teachers. The following research-based practices may prove helpful: (1) recognize that spelling is a writing skill; (2) remember that spelling is a developmental process; (3) use developmentally appropriate practices; (4) insist on correct spelling of words that have been studied; (5) concentrate on high-frequency words; (6) make a distinction between vocabulary words and spelling words; (7) focus instruction on time-tested strategies; (8) encourage students to use personal word lists; (9) emphasize word study; (10) encourage parent participation; (11) immerse students in literacy activities; and (12) teach spelling, do not just test it. (Five commonly asked questions and their answers are included.) (RS)

ED 365 963 CS 011 558

Morrison, Julie; Mosser, Leigh Ann
Whole Language and Traditional Reading Instruction: A Comparison of Teacher Views and Techniques.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Conventional Instruction; Elementary Education; *Reading Instruction; Reading Research; *Teacher Attitudes; *Teacher Behavior; *Whole Language Approach
IDENTIFIERS- Teacher Surveys

A study examined two methods of reading instruction, the whole language literature-based approach and the traditional basal approach. Eighty teachers from four diverse school districts in two midwestern states were surveyed to find out which method was the most widely used. Results indicated that 84% of the 50 teachers who responded used a combination approach. The teachers believed that by using key aspects of each approach, a more powerful tool for reading instruction would result. (RS)

ED 365 964 CS 011 559

Day, Janet D.
Cross-Age Tutoring in the Elementary School in Northwestern Ohio.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; Elementary Schools; Elementary School Students; High Risk Students; *Peer Teaching; Reading Achievement; Reading Improvement; *Reading Instruction; Reading Research; Tutorial Programs
IDENTIFIERS- Ohio (Northwest)

A study described the amount of usage and structure of cross-age reading tutoring programs. A survey was sent to 68 schools in northwest Ohio to determine percentage and ranges of usage. Results indicated that less than 22% of the 42 elementary schools that responded to the survey used a cross-age tutoring

Intended for English-language arts teachers, principals, curriculum and testing specialists, and superintendents, this handbook assists educators in preparing students for California's writing assessment. The handbook begins with a program overview and a discussion of writing assessment and the curriculum. The handbook then provides high school writing guides for each of the eight types of writing identified as most appropriate for high school: autobiographical incident; controversial issues; evaluation; interpretation; observational writing; reflective essay; report of information; and speculation about causes and effects. The writing guides for each type of writing present: a description of the type of writing; sample student essays of varying quality; a discussion of students' writing processes for that type of writing; classroom writing assignments for a variety of content areas; guidelines for writing prompts; and published examples of the type of writing. The handbook also provides rhetorical effectiveness scoring guides for each of the eight types of writing. The handbook concludes with a discussion of students with special needs. (RS)

ED 365 986   CS 214 162

Roeder, Phoebe
The San Diego State University Liberal Studies Assessment Portfolio.
PUB DATE- Mar 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Portfolios (Background Materials); Preservice Teacher Education; Program Descriptions; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- Portfolio Approach; *San Diego State University CA; Writing Contexts; *Writing Development

The Liberal Studies Assessment Portfolio program was instituted at San Diego State University in July 1992 in response to California's requirement that prospective elementary school teachers demonstrate subject matter competency. Since many liberal studies majors transfer to San Diego State University at the beginning of their junior year, most of the portfolio samples are selected from courses in the upper division major. Portfolios must be completed by the beginning of the fifth week of the semester during which the student intends to graduate. The first part of the portfolio allows students to describe their background, explain why they chose a given specialization, and evaluate the major and the portfolio process. The main body of the portfolio includes 15 writing samples selected from courses in seven major subject areas: language arts, mathematics, science, social science, arts and humanities, physical education, and human growth and development. Students are allowed to include up to nine free-choice, optional entries. Students are also required to write four "connection" essays which are not done as part of a class. Students who have completed portfolios demonstrate that they can synthesize what they have learned and apply it to new situations. (RS)

ED 365 987   CS 214 163

Using Blues in the Classroom: Giving Form to Feeling.
PUB DATE- 19 Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993). For related papers, see CS 214 183-185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Culture; *Black Students; *Class Activities; College School Cooperation; *Creative Writing; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Music; *Poetry; Public Schools; Urban Education
IDENTIFIERS- African Americans; Blues Music; *Blues Poetry; *Middle School Students; New York (Buffalo); State University of New York Buffalo

The blues, having been fundamental to the history and heritage of African Americans, can help kids find themselves and their cultures in the language-based activities that are part of the writing program at School #74 in Buffalo, New York. One of the chapters in the student anthology which resulted from the university/school cooperative program contains poetry written as blues, specifically 12-bar blues. Objectives of the poetry-as-blues activity were to reinforce the writing process; to provide "fun" writing without the realization that learning was present; and to show that solid and meaningful writing could and should come from what students know. During the first class session, the 12-bar blues lessons were accompanied by a handout that illustrated the structure and AAB format of the 12-bar verse. During the second session, time was split between editing and performing (with guitar accompaniment, microphone, and amplifier). Many students scrambled during the performances to revise or continue writing. The project was successful because: (1) students wrote in their own voices; (2) they were writing what they know best--themselves and their world; (3) the format of the blues poetry was successfully handled by almost all the students; and (4) the students were given a positive outlet for the attention they crave at this age level. (The handout is attached.) (SAM)

ED 366 006 CS 214 188

Holden, Michael
Effectiveness of Two Approaches to Teaching Writing in Improving Students' Knowledge of English Grammar.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Freshman Composition; *Grammar; Higher Education; *Instructional Effectiveness; Undergraduate Students; Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- Direct Instruction; *Process Approach (Writing)

A study compared the effectiveness of two antithetical approaches to teaching writing (formal grammar instruction and the process approach) on students' knowledge of grammar and writing improvement. Subjects, 70 college students randomly assigned to four sections of a first-year writing course, were divided into treatment and control groups. The diagnostic test which accompanies Houghton Mifflin's "The Riverside Handbook" was

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Communication Skills; Course Descriptions; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; Program Descriptions; Undergraduate Students
IDENTIFIERS- Center for Excellence in Oral Communication CO; *Communication Competencies; *University of Colorado Colorado Springs

This paper describes an assessment program utilized by the Center for Excellence in Oral Communication at the University of Colorado, Colorado Springs, that focuses on the assessment of communication competency in the interpersonal communication course. First, the paper provides a rationale for the course. Next, the paper describes the interpersonal course including course structure, objectives, and evaluative criteria based on a four-component model of competency (cognition, behaviors, affect, and ethics). The paper states that participants in the pilot assessment program were 235 undergraduate students enrolled in five sections of interpersonal communication. The paper next describes the course's assessment procedures for laboratory-based pre- and post-assessment interviews, and presents and discusses results of preliminary pre-post statistical analyses of data. The paper concludes with a discussion of future directions for assessment in the course. Three tables of data are included. (Contains 18 references.) (Author/RS)

ED 366 025 CS 508 432

Cronin, Michael
Empirical Measures of Learning Outcomes from Oral Communication across the Curriculum.
PUB DATE- Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Communication Skills; Higher Education; *Instructional Effectiveness; Interactive Video; Literature Reviews; *Multimedia Instruction; Outcomes of Education; *Speech Communication; Statistical Analysis
IDENTIFIERS- *Oral Communication across the Curriculum; *Radford University VA

Several quasi-experimental and experimental studies of learning outcomes associated with Oral Communication across the Curriculum (OCXC) activities have been conducted at Radford University, Virginia. Two such studies assessing the effectiveness of OCXC in non-speech courses highlight the difficulties involved in conducting research into course-content learning related to oral communication activities in communication-intensive courses. Four other studies sought to determine if interactive multimedia instruction (IMI) in oral communication enhanced oral communication competence. The most important outcome of these studies is the preliminary empirical documentation of the effectiveness of interactive multimedia instruction in teaching oral communication skills. (Contains 12 references.) (RS)

PUB DATE- Sep 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration and the Australian Secondary Principals Association (Adelaide, South Australia, Australia, September 26-30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Extracurricular Activities; Foreign Countries; *High Schools; High School Students; Participative Decision Making; *Power Structure; *School Effectiveness; School Organization; Student Government; *Student Participation; Teacher Attitudes; *Teacher Student Relationship

IDENTIFIERS- Australia (Sydney)

Focusing on the area of student participation, this paper considers the findings of a research project conducted by a team at the University of Western Sydney, Nepean, and funded by the New South Wales Department of School Education. The project was broadly focused on investigating the dynamics of communication within the school communities of comprehensive high schools. Data were drawn initially from nine comprehensive high schools in western Sydney. A total of 2,713 students drawn from Years 9 and 11 (generally 14-17 year olds), 232 teachers, 622 parents, and 44 business representatives participated in this phase of the project. Three case studies were then selected from this initial sample for further study. Data confirmed many well-documented negative student attitudes toward secondary schooling. It also found that efforts to involve students in school decision making through student government were not understood or appreciated by teachers and students. Interestingly, however, the data also indicated a surprising degree of congruence between student and teacher attitudes on a range of issues pertaining to secondary education. Neither students nor teachers seemed to appreciate this congruence. Essentially this study focused on the processes through which schools engage in building an ethos and the means used to communicate among staff, students, parents, and the wider community. Implications are drawn from the data, and improvements in school initiatives in student participation are suggested. (Author/KDP)

ED 366 046 EA 025 476

Dinham, Steve; And Others

School Leadership and Decision-Making: A Critique of Leadership Style ad Decision-Making Processes in Three Comprehensive High Schools.

PUB DATE- Sep 93

NOTE- 34p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration and the Australian Secondary Principals Association (Adelaide, South Australia, Australia, September 26-30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Skills; *Decision Making; Educational Administration; *Educational Environment; Foreign Countries; *High Schools; Leadership; Parent School Relationship; Principals; *Reputation; Student Attitudes; *Student Government; *Teacher Attitudes

IDENTIFIERS- Australia (Sydney)

This paper draws on the findings of a major research project resource dimensions. Five overall characteristics of a professional community include: reflective dialogue, deprivatization of practice, a focus on learning, collaboration, and shared values. The structural preconditions of a professional community were in place at Whitehead; however, teachers reported a lack of trust among the staff. Barriers to developing a professional community revolved around contextual, leadership, and structural factors: a lack of widespread, long-lasting district support; lack of open communication of the school vision; and a teacher-leadership structure that did not empower all teachers. Although Whitehead had some success in piloting a nontraditional learning experience for its students, it has yet to develop a professional community. Successful development of a professional community requires a team of teacher leaders with a more participatory philosophy and experience. (LMI)

ED 366 065 EA 025 565

Hoover, S.; Achilles, C. M.
What Does One Look Like? A School and Community Approach.
PUB DATE- Feb 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Community Health Services; Family School Relationship; *High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Mental Health Programs; *Middle Schools; *School Community Programs; Social Services; Student Needs
IDENTIFIERS- *Greenville County School District SC; Middle School Students

This paper describes a funded project, Families and Neighborhood Schools (FANS), which provided coordinated services for selected at-risk middle school students. The FANS project, based at Bryson Middle School in Greenville County School District, South Carolina, collaborated with the county mental health center to offer school-based mental health services to students and their families. The project's staffing, budget, initiation, and collaboration, and role of school leaders are described. FANS also provided alternative functions: a collaborative, in-school, intervention plan for nonviolent criminal offenders; systemic interventions for at-risk students; and counseling for special education students. The project has reduced the social stigma of mental health issues. An 18-month evaluation of 59 sixth-graders indicated an increase in social bonding and improved academic performance. Although structural approaches vary by site, four components are constant in this type of school-based service delivery model. Such a program must: (1) address all student needs that hinder success in school; (2) include traditional clinical and nontraditional group approaches; (3) promote collegiality among the mental health and school staffs; and (4) constitute a true collaborative effort. A list of contact persons is included. Two tables and two figures are included. (LMI)

ED 366 066 EA 025 566

Levitan, Sar A.; Gallo, Frank
Education Reform: Federal Initiatives and National Mandates, 1963-

contrast to more traditional critiques of America 2000, this analysis argues the basic conflict between this reform effort and an "emancipatory definition of substantive democracy." The current infatuation with the market is strongly criticized and the case is made that current reforms, including America 2000, present an agenda that abstracts equity from excellence and social responsibility. What has been valorized in this new language of leadership is an elitist view of schooling based on a celebration of cultural uniformity, the reprivatization of public schools, uncritical support for remaking school curricula in the interest of labor-market imperatives, and a return to the transmission model of learning. In conclusion, prospective and existing educators and cultural workers should be given the opportunity to develop the following elements of a language of critique and possibility: (1) a language of historical perspective; (2) a language of social criticism; (3) a language of remembrance; (4) a language of critical imagination; and (5) a language that challenges the "money-and-missiles sense of reality." (LMI)

ED 366 087 EA 025 589

Wendel, Frederick C., Ed.
Reforming Administrator Preparation Programs. UCEA Monograph Series.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- *Administrator Education; Decision Making; *Educational Administration; Elementary Secondary Education; Higher Education; Leadership Training; Models; Policy Formation; Selection; *Student Recruitment; Theory Practice Relationship

This publication contains four chapters that examine the reform of administrator preparation programs. In "The Reform Paradigm: Exploring the Fuzzy Logic of Educational Administration," William Ammentorp and Thomas Morgan develop a model based on linguistic algorithms to understand qualitative policy formation and decision making. In "Student Recruitment and Selection Practices in Educational Administration Programs," M. Scott Norton presents findings of a study that examined the student-recruitment and selection practices in educational administration programs at 40 University Council for Educational Administration (UCEA) member institutions. Findings indicate that the institutions employed various strategies and multiple sources of evidence to recruit and select women and minorities and other talented populations to their preparation programs. "Challenging the Conventional Assumptions about the Preparation Programs for Aspiring Superintendents," by Daniel C. Douglas, reviews research conducted by the UCEA Center for the Study of Superintendents and School Boards for implications for the restructuring of superintendent-preparation programs. The chapter offers proposals concerning the need to consider a triad of elements in preparation programs and the development of a clinical professor model. Finally, in "Evaluation of Rigor and Value as a Base for Restructuring the Administrative Internship," Virginia L. Wylie and Ernestine H. Clark report the results of efforts by Valdosta State College's Department of Educational Administration and Supervision (EAS) to revise and upgrade the traditional administrative internship.

private partnerships; (3) involvement of citizens in participatory problem solving and decision making; and (4) encouragement of community-improvement efforts. This paper describes seven strategies, based on community-education partnerships, for rebuilding the educational partnership and nurturing cooperative ventures among families, schools, and communities. The model views community as a process, not a program. It is recommended that educational leaders and policy makers: recognize the interconnections among the home, school, and community; define the role of the school in relation to the community; and use democratic principles and practices to connect educational systems to communities. One figure is included. (LMI)

ED 366 108 EA 025 618

Fraser, Barbara J.
Parent Involvement and Participation at Glen Katherine Primary School, Victoria, Australia: A Case Study.
PUB DATE- Jan 94
NOTE- 18p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; *Parent Attitudes; *Parent Participation; Parent Role; *Parent School Relationship; Program Evaluation; *Second Language Programs
IDENTIFIERS- *Australia

This paper presents findings of a case study that examined parent participation at Glen Katherine Primary School (Victoria, Australia). It focuses on parent participation in and attitudes toward the Language Other Than English (LOTE)-Italian program. A cooperative-research committee composed of a school administrator, LOTE program staff, parents, and a researcher explored the satisfaction levels of parents, students, and teachers. A parent questionnaire was sent to 158 families, and 61 surveys were returned. Findings indicate that although the majority of parents expressed reasonable satisfaction with the program, a sizable minority reported a variety of criticisms. The findings also indicated a low level of parent participation in the program. Concerns about the degree of objectivity reached by a self-evaluating group are discussed. (LMI)

ED 366 109 EA 025 620

Bezzina, Michael
Does Our Reach Exceed Our Grasp? A Case Study of School Based Curriculum Development.
PUB DATE- Dec 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Catholic Schools; *Curriculum Development; Elementary Education; Foreign Countries; Participative Decision Making; Program Implementation; Resistance to Change; *School Based Management; *Teacher Attitudes; *Teacher Participation
IDENTIFIERS- Australia (Sydney)

PUB DATE- Nov 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); Bibliographic Databases; Civil Rights Legislation; *Compliance (Legal); Developing Nations; Directories; *Disabilities; Equipment; *Federal Legislation; Films; Foreign Countries; Independent Living; Information Centers; *Information Sources; *Libraries; Library Administration; Library Collection Development; Library Standards; Periodicals; *Physical Disabilities; Recreation; Sexuality; Travel; User Needs (Information); Videotape Recordings
IDENTIFIERS- *Americans with Disabilities Act 1990

This guide is intended to provide sources of information to help libraries comply with requirements of the Americans with Disabilities Act (ADA). First, sources for texts of the relevant laws and regulations are listed. Print resources about various disability-related topics are then listed under the following categories: general (45), the ADA (7), administration (8), aims and objectives (5), barrier free design (7), bibliography (21), collection development (7), collection development--handicapped children (10), computerized databases (5), directories (25), employment organizations (2), equipment and supplies (18), film/video (12), handicapped children (26), handicapped in literature (4), independent living (5), information centers (15), mentally handicapped (2), newsletters (39), organizations (24), periodicals (53), recreation (5), sexuality (8), standards (7), statistics (1), teaching (2), time and cost studies (1), travel (6), Australia (3), Canada (3), developing countries (2), Finland (1), France (3), Great Britain (6), Poland (4), Russian Republic (1), Scandinavia (1), Scotland (1), Soviet Union (1), Switzerland (1), and Zambia (1). Attached is the American Libraries Association Decade of Disabled Persons Committee Checklist for barrier-free designs and program access. (DB)

ED 366 129 EC 302 723

Berkay, Paul; And Others
Documentation of the Development and Validation of the Opinions about Deaf People Scale: A Scale To Measure a Hearing Adult's Belief in the Capabilities of Deaf Adults.
PUB DATE- 9 Oct 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability; Adults; *Attitudes; *Deafness; Measurement Techniques; Opinions; Rating Scales; *Social Bias; Stereotypes; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Attitudes toward Disabled

This study developed a scale to measure a hearing adult's bias or lack of bias toward the capabilities of deaf adults. A list of commonly held misconceptions about the capabilities of deaf people was identified through a literature review and interviews with deaf professionals. The 35 identified items formed the Opinions about Deaf People scale, which was tested with undergraduate students and then revised to form a 20-item version which was again tested. Data analysis from the second administration resulted in a coefficient alpha of .83 and a split-half reliability of .82. Item-total correlations ranged which focuses on three areas: (1) the environment, (2) options and activities, and (3) management and staff. Training is provided for the parents, consumers, and volunteers who constitute these teams. At Level 2 less frequent but more comprehensive evaluations, also with heavy parent and consumer participation, assess quality of life issues by means of a 10-step process. The final section of the booklet lists lessons learned from implementation over the past 12 years including the low cost, less than 1 percent of total program costs on a nationwide level. An appendix lists other evaluation and monitoring methods. (Contains 14 references.) (DB)

ED 366 148 EC 302 743

Brouilette, Ron; Mariga, Lilian
Community-Based Approaches for Individuals with Mental Handicap: An African Experience.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Community Services; Delivery Systems; *Developing Nations; Foreign Countries; Mental Disorders; *Mental Retardation; Normalization (Disabilities); Program Development; Program Evaluation; *Rehabilitation; Resources; *Social Integration
IDENTIFIERS- *Africa; *Community Based Rehabilitation

This booklet addresses issues concerning community-based rehabilitation (CBR) services for people with mental handicaps, especially in Africa. The first section explains CBR services, with subsections on overcoming exclusion, a definition, normalization and community participation, family participation, CBR and mental handicap projects in Africa, service user participation, advantages and disadvantages of CBR, structure and activities of CBR, and the relationship between primary health care and CBR. The next section considers ways to include people with mental handicaps in CBR projects. These include: community integration through increasing public acceptance, developing and using individual functional curricula and methods, inclusion in local preschools and schools, and inclusion in local employment and housing. Next, specific strategies for developing CBR services are addressed, among which are a public awareness campaign, establishment of a local committee, networking with local services, personnel training, recreational activities, and development of a volunteer corps. The fourth section considers evaluation of CBR services. It addresses establishing baselines, determining outcome measures, measuring cost effectiveness, and establishing evaluation criteria. A section on resources offers guidance on obtaining help and funding. The last section briefly considers the need for research. Two appendices include a CBR checklist and addresses of resources in CBR. (Contains 51 references.) (DB)

ED 366 149 EC 302 744

Quality Evaluation Guidelines as a Means of Renewal and Revitalisation of Services by Voluntary Associations. Report of an International League of Societies for Persons with Mental Handicap (ILSMH) Seminar (London, England, United Kingdom, April 1986).
PUB DATE- 88

on the history of the National Assessment of Educational Progress (NAEP), the push toward national testing, how NAEP might be adapted, and concerns about linking state/district assessments. The report finds that minimal movement was made nationally toward the recognition that "all students" includes students served in special education programs. There was some recognition of the issues surrounding students with disabilities, in the report that accompanied the Senate version of the Goals 2000 legislation. Appendices contain excerpts from the report of the Senate Committee on Labor and Human Resources on Goals 2000 and testimony of Martha L. Thurlow before the National Educational Goals Panel. (Contains approximately 70 references.) (JDD)

ED 366 166   EC 302 770

Massanari, Carol B.
Outcome-Based Education: Its Relevance to State and National Decision Making. Synthesis Report 9.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 93
NOTE- 17p.; For other reports in this series, see EC 302 768-773.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Data Collection; Decision Making; Definitions; *Disabilities; Educational Improvement; Educational Objectives; Educational Policy; Elementary Secondary Education; *Identification; Models; *Outcomes of Education; Policy Formation; Program Development; *Public Policy; *Student Educational Objectives; Systems Approach
IDENTIFIERS- *Outcome Based Education

This paper on identifying education outcomes for students with disabilities proposes a framework for applying an outcome-based approach throughout the education system, by looking at the needs of the three major levels of the system (local, state, and national); defining different uses for the term "outcome" in order to achieve consensus and understanding; and matching uses with the needs of the specific levels of the system. The paper organizes use of the term "outcomes" into three categories: learning outcomes, actualized outcomes, and system outcomes. Education is not seen as a traditional linear system, but rather as an interactive and dynamic system where each level has the power to influence all other levels. Each level of the educational system must attend to four demands for collecting data--program improvement, policy development, accountability, and public information. Differences in the scope and focus of decisions that must be made at each level, and resulting data priorities, vary from one level of the system to the next. Priorities and degree of specificity should be taken into consideration for both defining an outcome and establishing data collection systems. An outcome-driven education system can then be developed by effectively using the principles that started with the outcome-based education movement and the data collected from an outcome-driven accountability system. (Contains 18 references.) (JDD)

ED 366 167   EC 302 771

DeStefano, Lizanne
The Effects of Standards and Assessment on Students in Special Education. Synthesis Report 10.

Learning; Sequential Approach
IDENTIFIERS- Content Area Teaching

A system of different types of tasks can be used to help language learners achieve their learning goals, which may include learning of: discrete language items (sounds, vocabulary, grammatical constructions); content or ideas of the subject studied (geography, literature, mathematics, cultural understanding); language skills (listening, writing, fluency, strategies for coping with language difficulties); and organization of discourse. Four basic task types are useful. Experience tasks are those within the realm of the learner's previous experience, allowing him to focus attention on learning goals. Preparation for these tasks may include providing relevant experience. Shared tasks are those that may be difficult for one learner to tackle alone but can be completed successfully by two or more working cooperatively. Planning should include consideration of how task elements will be distributed. Guided tasks provide support for the learner while he accomplishes them, narrowing the scope of the task and allowing for sequencing of instruction. Such tasks offer a high degree of success. Independent tasks require the learner to work alone without planned help. Such tasks should provide reasonable challenge and be realistic. When teachers use this system of tasks, they have access to a wide range of instructional possibilities that help learners gain mastery. (MSE)

ED 366 186 FL 021 744

Nunan, David
An Empirically Based Methodology for the Nineties.
PUB DATE- 90
NOTE- 21p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Classroom Research; Classroom Techniques; Cognitive Style; Educational Research; Foreign Countries; *Language Processing; *Language Research; *Learning Strategies; Research Needs; *Research Utilization; Second Language Instruction; Second Language Learning; *Second Languages; Teaching Methods

A review of research bearing on second language teaching methodology looks at what it tells about language processing and production, classroom interaction and second language learning, and learning strategy preferences. The perspective taken is that methodology consists of classroom tasks and activities. Implications of the research for the design of classroom tasks are then considered. Throughout, it is argued that language teaching methodology and materials should be based more firmly on empirical evidence about the nature of language, language learning, and language use. It is proposed that there exists much knowledge that can be exploited by materials designers and methodology experts to this end, and that there are areas into which research can be extended to broaden the knowledge base. In addition, a much closer relationship between research and teaching is recommended, implying both more interaction between teachers and researchers and greater teacher involvement in research. (MSE)

ED 366 187 FL 021 745

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communicative Competence (Languages); *Curriculum Design; *English (Second Language); Foreign Countries; Higher Education; Linguistic Competence; Program Implementation; Science Curriculum; Thai; Uncommonly Taught Languages
IDENTIFIERS- *Chulalongkorn University (Thailand)

As Thailand's exports to other Asian countries and to the West increase, the status of English as the language for trade and communication has gained more importance. Initial investigation of postgraduate (science and engineering) students' needs at Chulalongkorn University indicates that the skills the students want to improve most are listening, speaking, and writing. These emerging needs are difficult to fulfill due to the fact that the medium of instruction for all subjects (excluding 3 hours of English a week) at all levels is in Thai. In teaching an English course for science graduates at Chulalongkorn, a teacher attempted to close the gap between students' communicative needs and their linguistic competence. This paper addresses three factors that must be considered in the process of translating students' needs into course design and implementation: linguistic aspects, pedagogical decisions, and administrative concerns. (Contains 5 references.) (JP)

ED 366 207 FL 021 811

von Kotze, Astrid
"English Is the Umbrella of All The Languages in South Africa." Domestic Workers' Englishes.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; *Educational Environment; *Employee Attitudes; Employer Employee Relationship; *English (Second Language); Foreign Countries; *Household Workers; Interviews; *Language Attitudes; *Second Language Learning; Work Environment
IDENTIFIERS- *South Africa

This paper investigates attitudes of domestic workers in South Africa toward English and the process of learning the language. Interviews that were conducted with domestic workers in Durban are described. Several themes emerged from these interviews, including the need for workers to know English to secure employment, domestic employment as an informal language school for learning English, employers' linguistic chauvinism as an incentive for learning, and the employer's role in facilitating language acquisition. Interviews also revealed that speech patterns between employer and employee are directive and instructive in nature and reflect the unequal relationship between the two individuals, that domestic workers insist their children learn English in school, and that workers perceive English as a social indicator and an instrument of change. (Contains 7 references.) (JP)

ED 366 208 FL 021 812

Frank, Marcella
Using Sentence-Combining To Teach Sentence Structure.
PUB DATE- 24 Nov 93

Language); Foreign Countries; Language Attitudes; *Language of Instruction; *Language Planning; *Language Role; Languages for Special Purposes; Language Variation; *Literacy Education; Multilingualism; Native Language Instruction; Pidgins; Policy Formation; *Public Policy
IDENTIFIERS- *Papua New Guinea

Language role and language policy in education in Papua New Guinea (PNG) are discussed. First, the history of language policy since the turn of the century is chronicled briefly. The present policy of requiring initial literacy education in English is described and its critics cited, and current proposals to provide literacy education in each child's native language are outlined. The failure of literate multilingualism in PNG, problems of widespread semilingualism, evolving language prejudice, and trends in English pidginization are examined as they are perceived in PNG and in the context of linguistic research. A portion of this discussion focuses on pidginization patterns, code-switching, and code-mixing, with examples provided. Recommendations are made for a language syllabus to replace the current English syllabus, emphasizing, in addition to traditional linguistic and pragmatic aspects of language, the understanding of the interaction between languages. Finally, implications for the teaching of languages for specific purposes are noted. A 107-item bibliography is included. (MSE)

ED 366 228 FL 021 854

Barron, Colin
Steppe by Step: A Cultural Approach to Language Tasks.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Class Activities; Classroom Techniques; *Computer Science; *Engineering Education; English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; Language Role; Second Language Instruction; *Socialization

In this University of Hong Kong ESP assignment, an approach to the teaching of English for Special Purposes (ESP) that addresses: (1) the role of language in the target discipline; (2) the socialization of the learner into the disciplinary culture; and (3) the role of the discipline in ESP instruction is presented, and illustrated. In the project described, small groups of first-year computer engineering and computer science students design and construct a crane out of paper and cellophane tape only, with limited but specific guidelines. The cranes are then tested for strength in a laboratory, and the students write reports. The crane project is viewed not as an instructional activity but as a "task," defined as a unit of social action in the process of constructing knowledge as an individual becomes a member of a culture; it is socially determined but individually interpreted. "Task" differs from "activity" by its long-term aims, social (vs. individual) construction, role in the development of cognitive cultural skills, and purpose in producing competent members of society. It is concluded that such a task encourages construction of knowledge through socialization among students, the discipline's teachers, and the ESP teacher, and is therefore a more effective model for ESP instruction. (MSE)

ED 366 246 HE 027 087

Willmer, Wesley K., Ed.
Winning Strategies in Challenging Times for Advancing Small Colleges.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020),Books (010)
DESCRIPTORS- Administrator Role; Alumni; College Administration; College Presidents; Enrollment Management; Fund Raising; Governing Boards; Higher Education; *Institutional Advancement; Marketing; Organizational Communication; *Private Colleges; Public Relations; Strategic Planning; Surveys; Trend Analysis; Trustees

This volume contains nine papers on advancement issues and strategies for small colleges in the context of this decade's economic and social challenges. Chapter 1, "Setting the Stage" (Wesley K. Willmer), reports on a study of the advancement programs of smaller colleges in 1990-91, the third in a series of studies beginning in 1977-78. Chapter 2, "Executive Management: Coordinating the Process" (Wesley K. Willmer), lays out benchmarks gleaned from a 1990-91 study of advancement functions and operations, advancement funding, advancement staffing, and characteristics of the executive advancement manager. It concludes with 10 specific suggestions for success. Chapter 3, "Development: Winning Strategies for Fund-raising Success" (G. Blair Dowden), describes 10 key strategies which can be tailored to meet individual characteristics of an institution. Chapter 4, "The Advancement Roles of Small College Presidents" (Daniel A. Felicetti), argues that small college presidents may live or die by their institution's advancement success and that they should expect to play at least eight roles in advancement. Chapter 5, "The Trustees' Critical Role in Small College Advancement" (Robert W. Neff), considers the vital role of trustees in institutional advancement and describes several specific strategies for trustees. Chapter 6, "Effective Public Relations and Communications Strategies" (Carol P. Halstead), outlines 16 steps for developing a successful public relations program. Chapter 7, "Alumni: Fanning the Commitment Fire" (Charles G. Rodriquez), suggests alternative approaches for serving and using alumni. Chapter 8, "Cost-effective Enrollment Management: A Cornerstone of Institutional Advancement" (Steven J. Henderson), applies lessons learned in the past decade as strategies for the future. Chapter 9, "Glancing Back Briefly to Move Forward Confidently" (Wesley K. Willmer and Adam J. Morris), takes a longitudinal look at institutional advancement through review of three surveys from 1977-78, 1983-84, and 1990-91. The book includes a list of survey respondents and a copy of the survey instrument. References are listed for some individual papers and a general bibliography contains 133 references. (JB)

ED 366 247 HE 027 088

Hughes, Judy A.; Clouse, R. Wilburn
Issues Affecting the Professoriate in the 1990s.
PUB DATE- Jan 94
NOTE- 145p.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Advocacy; Annotated Bibliographies; *College Students; Fund Raising; Higher Education; Leadership; Learning Modules; *Literacy Education; Networks; Partnerships in Education; *Program Development; Program Improvement; Publicity; Recruitment; Resource Materials; Social Change; *Student Participation; Volunteers; Volunteer Training

IDENTIFIERS- Coalitions; *Literacy Impact Program; Student Coalition for Action in Literacy Education

This handbook was developed as a resource for college campuses participating in Literacy Impact, a nationwide grassroots movement mobilizing college students, new readers, and their communities to increase awareness of literacy as a tool for social justice. Discussed in the introduction are the missions of SCALE (Student Coalition for Action in Literacy Education) and Literacy Impact and steps in initiating and organizing a campus Literacy Impact program. Chapter 2 presents an overview of literacy, with emphasis on the relationship between literacy and social change and ways college students can help foster them. Examined in chapter 3 are strategies for building coalitions, gaining university support, finding cash for the cause, and fundraising. Chapters 4 and 5, which deal with starting and strengthening campus programs, cover options for getting involved in literacy, strategies for volunteer recruitment and retention, program management, leadership, networks, and advocacy. Outlined in chapter 6 are ideas and strategies for developing public education and awareness initiatives on campus. Appendices contain: a description of SCALE programs and resources, a 24-item annotated bibliography of resources for literacy providers, discussion modules, suggestions for mobilizing national resources, a 16-item reference list, an information request form, and an evaluation form. (MN)

ED 365 789 CE 065 368

National Competitiveness Act of 1993. Report of the Senate Committee on Commerce, Science, and Transportation together with Additional Views on S.4. 103d Congress, 1st Session.

PUB DATE- 93

NOTE- 111p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Competition; Computers; *Computer Science; Economic Development; Federal Government; Federal Legislation; Government Role; *International Trade; Labor Force Development; *Manufacturing; Program Development; Program Implementation; *Technological Advancement; *Technology; *Technology Education; Vocational Education

IDENTIFIERS- Congress 103rd; Proposed Legislation

This report is a recommendation for passage of Senate bill S.4, the National Competitiveness Act of 1993, with an amendment. The purpose of this bill is to promote the industrial competitiveness and economic growth of the United States by strengthening and expanding the civilian technology programs of the Department of Commerce and amending the Stevenson-Wydler Technology Innovation Act of 1980 to enhance the development and nationwide deployment of manufacturing technologies and authorizing appropriations for the Technology Administration of the department. The report discusses background and needs, the suggestions for use by Manitoba division and school administrators responsibilities for planning, implementing, and monitoring courses in industrial arts, home economics, and vocational-industrial education. Presented in Section 1 is background on the development of vocational-technical education in Manitoba at the secondary level. Sections 2-7 discuss the following: unit-credit titles (technology education in the areas of vocational-industrial, industrial arts, and home economics); funding (categorical grant support for programs and unit-credits, replacement allocations, capital requests, and regulations); articulation (within schools, between schools, with colleges, with the apprenticeship branch, and with the workplace); programs (approval process, closures and alterations process, and unit-credits for programs); related academics; integrated concepts (employability skills, sustainable development, entrepreneurship, technology, and special needs programming). Listed in Section 8 are 10 documents that are considered important resources for technology education. (MN)

ED 365 808 CE 065 420

Software Applications 30S. Interim Guide.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Computer Software; Courseware; *Databases; *Data Processing; Foreign Countries; High Schools; Information Dissemination; *Spreadsheets
IDENTIFIERS- Disk Operating Systems; Manitoba

This guide is intended for use in a course to help students become familiar with computer disk operating systems and the applications of various types of computer software. The first third of the guide contains the following: a profile of the critical skills required for the Canadian work force, a flowchart of the recommended sequence of studies for business education courses, the rationale for a course in software applications, evaluation criteria, time allotments, and the goals and objectives of each of the seminar's five units. The remainder of the guide consists of outlines for instructional units on the following topics: disk operating systems, spreadsheets, databases, integrated packages, and data communications. Each unit outline contains a unit goal and objectives correlated with recommended instructional methods. Appended are examples of spreadsheets and a list of practical activities for use in exploring and learning about databases. A 32-item bibliography of texts, educational versions of application programs, text resources and courseware (spreadsheets, databases, and integrated software) concludes the guide. (MN)

ED 365 809 CE 065 421

Seminar in Business 40S. Interim Guide.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development;

implementing these principles, literacy trainers can help empower women to lead fuller lives, rediscover and enhance their creative potential, and demand the right to use that potential on a par with men. Literacy practitioners must consider the special needs of women in all stages/aspects of developing and implementing literacy programming, including the planning stage, awareness campaigns, field surveys, program content, program operations, personnel selection/training, and postliteracy (follow-up) activities. (A 20-item bibliography is included. Appended are the following: excerpts from "From Learning Literacy to Regenerating Women's Space: A Story of Women's Empowerment in Nepal" (Parajuli, Enslin); the story "Water for Life," which was written in a writing workshop to develop reading materials for women's self-reliance; a teacher's guide for a self-empowerment/literacy lesson for women; examples of the use of illustrations in printed literacy materials for women; and 10 suggestions for ensuring full participation of women in literacy projects.) (MN)

ED 365 827   CE 065 458

Hull, Dan
Opening Minds, Opening Doors: The Rebirth of American Education.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Education; *Articulation (Education); Associate Degrees; Community Colleges; Cooperative Programs; *Coordination; *Educational Change; *Educational Cooperation; Excellence in Education; High Schools; Integrated Curriculum; Postsecondary Education; *School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

This book describes the tech prep/associate degree initiative and illustrates its characteristics and promise through examples of collaborative efforts. Chapter 1 introduces a model or vision for tech prep and shows how it has grown from its vocational education roots to encompass a much broader educational spectrum. Chapter 2 addresses nine basic questions about tech prep. Chapter 3 focuses on contextual learning, the overall philosophy of learning that underlies tech prep reform. Chapter 4 addresses putting contextual learning to work in the classroom through the applied academics approach. It describes and provides examples of how these facets of contextual learning are incorporated into the applied academic curricula: relating, transferring, applying, experiencing, and cooperating. Independent studies on applied academics that demonstrate success are reviewed. Chapter 5 looks at the larger picture--at the way individual classes and the educational theories fit together into an overall course of study. It reviews some basic qualities that make this course of study different from other educational curricula and then looks at specific characteristics of the tech prep curriculum. Chapters 6 and 7 explore issues involved with instituting and maintaining tech prep at the secondary and postsecondary levels. Chapter 8 explores eight issues that the employer's role in tech prep should address. Chapter 9 addresses making positive change a reality in the educational system. Appendixes include a tech prep/associate degree concept paper, 19 references, and an index. (YLB) research the job market and find the industries with the most opportunities. Chapter 5 presents both formal and informal methods for collecting information on specific companies. Chapter 6 covers networking; Chapter 7 provides advice on writing resumes and cover letters. In Chapter 8, advice is given on different types of interviews, ways to prepare for an interview, and tips on how a job seeker should act during an interview. Chapter 9 reviews assessment tools used by employers and is designed to help a job candidate feel more comfortable in testing situations. Brief descriptions of tests are provided, along with advice on how to prepare for and take the actual tests. Two appendixes provide tips for staying employed and a summary of the book. A resource list includes 84 references covering the following topics: careers and industries; emotional aspects of the job search; job seeking and general information; interviewing; international job hunting; resumes; salary negotiation; testing; disabled workers; high-tech careers; career planning for holders of Master of Business Administration degrees; minorities; nonprofit organizations; older workers; and women. (KC)

ED 365 845 CE 065 492

Autotronics. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Development; Competence; Competency Based Education; Course Content; Educational Resources; *Electronics; *Electronic Technicians; *Entry Workers; *Job Skills; Postsecondary Education; Repair; Secondary Education; State Curriculum Guides; *State Standards; Student Characteristics; Student Evaluation; Teacher Characteristics; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Autotronics; *Florida

The program guide for autotronics (electronics mechanic) courses in Florida identifies primary considerations for the organization, operation, and evaluation of a vocational education program. Following an occupational description for the job title for electronics mechanic (including communication technician and electronics technician), and its Dictionary of Occupational Titles code are six sections providing: (1) a description of program content, including a curriculum framework, student performance standards, major concepts, and laboratory activities; (2) program implementation information, such as teacher characteristics, student admission criteria, cooperation education program description, and student organizations; (3) 34 resources listed by performance standards; (4) information on facility design; (5) a list of suggested equipment related to student performance standards; and (6) information on teacher professional development resources and organizations. The attached Career Merit Achievement Plan (Career MAP) for autotronics charts the competencies required for entry into the field of automotive electronics. It was developed to display the student performance standards required by the local education agencies and to document the level of achievement on student performance

Programs (OWCP), for on-the-job training to become certified rehabilitation counselors. The workbook is part of a training program that offers the following: (1) an overview of the programs administered by the Office of Workers' Compensation; (2) an understanding of the District Office Rehabilitation Program; and (3) knowledge of the roles and responsibilities of participants in the Office of Workers' Compensation Program rehabilitation process. The resource book is organized in six units that cover the following: introduction (overview, roles and responsibilities of participants in the rehabilitation process); the vocational rehabilitation process; OWCP rehabilitation forms; OWCP rehabilitation reports; rehabilitation bills and billing; and OWCP contract requirements. Units consist of unit objectives, information sheets, and examples pertaining to the information covered in each unit. An appendix lists OWCP program requirements. (KC)

ED 365 865 CE 065 569

Tech Prep Planning and Implementation Grants. 1991-1992 Final Report.
PUB DATE- 92
NOTE- 32p.; For a related document, see CE 065 570.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Delivery Systems; Evaluation Methods; High Schools; Postsecondary Education; *Program Evaluation; *Program Implementation; State Programs; *Technical Education; Two Year Colleges
IDENTIFIERS- *North Carolina; *Tech Prep

Tech prep final project reports for the 1991-92 school year submitted by participating consortia members in North Carolina were analyzed to compile a data summary. (Tech prep is a focused, sequential 6-year course of study for high school and technical college students in North Carolina.) Data for the summary were gathered from an instrument developed by the North Carolina Departments of Public Instruction and Community Colleges and distributed to all 41 tech prep consortia members. Analysis of the data gathered with the questionnaires showed that approximately 7,000 teachers and staff were involved in tech prep during the year, with about 20 percent involved on the secondary level. Student involvement in the tech prep programs grew during the year, as enrollment in general education courses dropped. A small number of special population students were enrolled in tech prep during the year, but the numbers of those students who had preregistered for the following school year increased. Most students enrolled in tech prep were performing at or above their grade levels. During the year, staff orientation was completed, study guides were developed, and curriculums were enhanced. The study concluded that tech prep programs are helping the state make substantial progress toward a goal of preparing 85 percent of all high school graduates in a college prep or college preparatory course of study. The number of consortia offering tech prep increased from 41 to 45 for the following school year, and administrative and staff size grew by more than 50 percent for the 1990-91 to the 1991-92 year. The tech prep programs were moving from initial planning phases into fully implemented curricula. (The report includes 25 figures, 5 tables, and a list of the participating consortia.) (KC)

ED 365 866 CE 065 570

Customer."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 56p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitudes; Business Administration; Business Education; Course Content; Course Descriptions; Data Collection; High Schools; Improvement Programs; Job Training; Labor Force Development; Learning Activities; Learning Modules; Management Teams; *Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; *Staff Development; *Surveys; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Customer Satisfaction; *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students discusses the concepts of customer satisfaction, customer surveys, and quality functional deployment. The concept of customer satisfaction begins with identifying the customer. Surveys are suggested as one way that students can learn about their customers or provide information regarding customer satisfaction. Sample surveys are provided. The process of interviewing customers, evaluating their desires, and determining the cost of those desires, known as Quality Functional Development (QFD), is described. A bibliography lists seven references. Handouts and transparency masters are included. (KC)

ED 365 884 CE 065 644

Leigh, David
Total Quality Management (TQM): Training Module on "Problem Solving."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 74p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Course Content; Course Descriptions; High Schools; Improvement Programs; Job Training; Labor Force Development; Learning Activities; Learning Modules; Management Teams; *Organizational Development; Organizations (Groups); *Participative Decision Making; *Problem Solving; *Quality Control; *Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students contains a brief overview of problem solving and offers a practical approach along with some of the tools that can be used. The following components are included: (1) narrative of the problem-solving process; (2) the problem-solving process, using the Shewhart Cycle, the Joiner model, and the Xerox model; (3) problem-solving tools, including tools for generating ideas and collecting information, tools for reaching consensus, tools for analyzing and displaying data, and tools for planning actions;

Groups

This document is the transcript of a symposium that presented information to persons employed or anticipating employment in the human services field in order to assist them in providing support for survivors attempting to cope with the death of a special person. The symposium included the following topics: models of responses to bereavement (those of Elizabeth Kubler-Ross and John Schneider), suggestions for friends and employers, suggestions for survivors, and the helping professional's role. (DB)

ED 365 905 CG 025 169

Hacia la Realizacion de la Autoestima. Informe Definitivo del Comite Estatal en Pro de la Autoestima y de la Responsabilidad Personal y Social (Toward a State of Esteem. Final Report of the State Committee to Promote Self-Esteem and Personal and Social Responsibility).

PUB DATE- Jun 92
NOTE- 175p.; For the English language version of this document, see ED 321 171.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Failure; Alcohol Abuse; Crime; Drug Abuse; Family Life; Poverty; *Responsibility; *Self Esteem; *Social Responsibility; Violence; Work Environment
IDENTIFIERS- *California

This is the Spanish version of the final report of a California Task Force created to promote self-esteem and personal responsibility. It begins with an executive summary listing key principles of the task force and providing recommendations and discussions in each of six major areas upon which the report focuses. The next section presents the task force's vision and recommended action. Readers are guided into the 21st century as a time when Californians have integrated the principles of self-esteem and of personal and social responsibility into their personal lives and into their families, businesses, governments, and communities. The third section presents a definition of self-esteem and gives a commentary on the definition. Section 4 lists key principles for nurturing self-esteem and personal and social responsibility. Section 5 examines further action and needed research. Section 6 represents the substantive results of the task force's investigation into the relationship between self-esteem and the social concerns of : (1) family (parenting, child abuse, teenage pregnancy); (2) education (schools and academic failure); (3) substance use and abuse; (4) crime and violence; (5) poverty and chronic welfare dependency; and (6) the workplace. Each major area is organized in two parts: first, general findings, and then policy recommendations with supporting data and program examples. Section 7 gives brief personal statements from task force members and section 8 consists of a brief conclusion. (NB)

ED 365 906 CG 025 170

Schmidt, Fran; Friedman, Alice
Come In Spaceship Earth. Kids as Crew Members. Peace Works Series.
PUB DATE- 90
NOTE- 64p.; For related documents, see ED 363 847-851.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(141)
DESCRIPTORS- *Correctional Rehabilitation; *Crime; *Criminals; *Delinquency; *Juvenile Justice; Trend Analysis; *Violence

This document presents a comprehensive strategy for dealing with serious, violent, and chronic juvenile offenders developed by the United States Office of Juvenile Justice and Delinquency Prevention. It notes that the program described can be implemented at the state, county, or local level. The introduction presents statistics on violent delinquent behavior, arrests and crime rates, gang crime and drugs, juvenile courts, confinement, and waivers and imprisonment. Research on serious, violent, and chronic juvenile offenders and on causes of serious, violent, and chronic juvenile crime is briefly reviewed, as are program evaluations. The main portion of the report presents the comprehensive strategy itself. The five general principles of the strategy are discussed: (1) strengthen the family; (2) support core social institutions; (3) promote delinquency prevention; (4) intervene immediately and effectively when delinquent behavior occurs; and (5) identify and control the small group of serious, violent, and chronic juvenile offenders. The target populations are identified and the program rationale is explained. A section on delinquency prevention examines individual characteristics, family influences, school experiences, peer group influences, and the neighborhood and community. Graduated sanctions from interventions to secure corrections are explored. Expected benefits of the strategy are described in the areas of delinquency prevention, graduated sanctions, and crime reduction. The appendix reviews statistics, research, and program information regarding serious, violent, and chronic juvenile crime. References are included. (NB)

ED 365 926   CG 025 190

Page, Claudia; And Others
Adolescents, AIDS and HIV. Special Edition: Resources for Parents.
PUB DATE- Jan 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Chronic Illness; *Health Education; *Health Promotion; *Prevention; Secondary Education; Secondary School Students; Sex Education; *Teacher Role; Terminal Illness

This document presents an annotated bibliography of print, video, and audio materials for Acquired Immune Deficiency Syndrome (AIDS) education and Human Immunodeficiency Virus (HIV) prevention. It was developed to inform those who interact with young people of the most accurate and useful resources available. The bibliography describes a range of high quality materials and indicates their age-appropriateness to help educators, parents, guardians, and health care providers determine which materials are suitable for use with diverse groups of young people. Special attention has been given to resources that are targeted to parents and guardians. While most of the materials reviewed in this publication are for use in educating adolescents, this guide also will help parents and guardians with children of all ages select up-to-date and reliable materials to help them educate both themselves and their children. Most of the materials in this resource are to be used as companion pieces to enhance more comprehensive programs. Resources are categorized as books and booklets,

Freppon, Penny A.
A First-Grade Whole-Language Teacher in a Traditional Urban School: Managing Evaluation and Supporting Children's Learning.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Elementary School Teachers; *Evaluation Methods; Grade 1; Primary Education; Reading Research; Recordkeeping; *Student Evaluation; *Teacher Behavior; Theory Practice Relationship; Urban Education; *Whole Language Approach
IDENTIFIERS- Alternative Assessment; *Student Centered Assessment

A study investigated how a teacher managed her whole-language instructional approach within the constraints of the district skills-based evaluation program. Data gathering and analysis took place over a 5-month period in a first-grade urban midwestern classroom. Data included field notes, interviews, artifacts, and classroom observations. The teacher expressed the conflict she had with the demand for traditional evaluation measures and what she thought was useful to her as a teacher. She devised a combination of techniques to meet these demands: she integrated some traditional quantitative assessment and used periodic checks from standardized measures provided by basal reader publishers. A great deal of evaluation information was gathered by the teacher informally through daily and weekly observations describing children's literacy behaviors. As the year progressed, the teacher kept careful records on student writing and the children's growing knowledge of letter/sound relations. Assigning writing grades produced a continual dilemma for the teacher. As a necessary compromise, the teacher produced the kind of evaluation her district demanded and also managed her needs as a whole language teacher. At the heart of her evaluation, the teacher constructs meaning for herself and her students in ways that are child-centered and consistent with theoretical groundings. (Completed samples of a parent questionnaire, a reading questionnaire, a child's actual oral reading behavior, and a letter identification score sheet are attached.) (RS)

ED 365 945 CS 011 537

Sturtevant, Elizabeth G.; Linek, Wayne M.
Parents and Teachers Working Together toward Literacy: Views from the Past and Goals for the Future.
PUB DATE- Dec 93
NOTE- 31p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Educational History; Elementary Secondary Education; Literacy; Literature Reviews; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; *Reading Research; Textbooks

Both teachers and parents throughout American history have expressed concern about communication between school and home, and have wondered what role each should play in educating children. John Dewey and Edmund Huey, early in the 20th century, believed that home influences were very important for reading development. Starting in the late 1940s, American program. Of the programs in place, less than 25% gave formal instruction to their tutors on a regular basis. Most of the schools gave some type of instruction to the tutor. The majority of the tutors were third to sixth graders. The majority of the tutees were first and second graders. Most of the schools surveyed requested further information on cross-age tutoring. Findings suggest that more information on cross-age tutoring needs to be given to elementary school teachers to provide individualized instruction for underachieving readers. (One table of data is included; six figures of data and the survey instrument are attached.) (RS)

ED 365 965 CS 011 560

Dreher, Mariam Jean; Sammons, Rebecca Bell
Fifth Grade Students' Search for Information in a Textbook. Reading Research Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; Grade 5; *Indexes; Intermediate Grades; Reading Comprehension; Reading Research; *Search Strategies; *Textbooks
IDENTIFIERS- Questions; *Strategic Reading; Text Factors

Fifty-nine fifth-grade students were asked to use an unfamiliar textbook on a familiar topic to locate the answers to three questions, all of which contained terms that could be found in the book's index. As an analysis of covariance indicated, those who were asked guiding questions before and during their search were more successful in locating information than their counterparts who were simply asked to search. Reading comprehension was a statistically significant covariate. An examination of the information-access structures (e.g., index, table of contents) used by students indicated that those who were unsuccessful relied heavily on the table of contents and/or paging through the text despite the very specific nature of the questions. Most students who were successful in completing a search task used the book's index. The guiding questions appeared to have promoted success by increasing the likelihood that students would think of and actually use the index during their search. Although index use did not guarantee success, very few students who did not use the index were successful in answering questions. (One table of data is included; 18 references and the questions along with an explanation of how the questions were related to the answers in the text are attached.) (Author/RS)

ED 365 966 CS 011 561

Oldfather, Penny
When Students Do Not Feel Motivated for Literacy Learning: How a Responsive Classroom Culture Helps. Reading Research Report No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Gonzales, Roseann Duenas
National Standards and Culturally/Linguistically Diverse Students: A Question of Equity.
PUB DATE- Nov 93
NOTE- 47p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; *Educational Assessment; *Educational Planning; Elementary School Students; Elementary Secondary Education; *Equal Education; Hispanic Americans; Language Arts; Minority Groups; Position Papers; Secondary School Students
IDENTIFIERS- Cultural Change; *Diversity (Student); *National Standards

The present national educational reform movement offers an unprecedented opportunity to integrate innovative policy options and technical knowledge with concerns about equity and fairness. Philosophically, most Americans subscribe to the idea of fairness in education, but pragmatically the concept of fairness has eluded American schools for some time, as evidenced by the continued marginalization of linguistically and culturally diverse children. Understanding the factors associated with such students' low educational attainment and increasing alienation from school culture is the first step in the process of making informed decisions about equitable national standards. For some time those who develop policies for special populations have utilized the "deficit model" which assumes that students from diverse backgrounds lack an essential skill or orientation which allegedly hinders their academic achievement. Equity begins with an educational curriculum that promotes the use of students' native language as a medium of instruction and incorporates their home culture, history, and literacy. The "additive model" places significant emphasis on reinforcing the students' culture and language in the classroom while adding the majority language and culture. To further bridge the gap between home language and culture and curriculum, a philosophy of "relevant multiculturalism" is in order for the English Language Arts --that is, flexible standards that recognize the possibility of cultural pluralism in American education being put into practice at every level in the system. (Nine handouts dealing with data and projections for the LEP population are provided.) (Contains 43 references.) (NH)

ED 365 988 CS 214 164

Strickland, James, Ed.
English Leadership Quarterly, 1993.
PUB DATE- 93
NOTE- 66p.; For 1992 issues, see ED 355 533.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- English Instruction; Higher Education; Integrated Activities; Journal Writing; *Literature Appreciation; *Parent Participation; Parent Teacher Cooperation; *Politics of

administered on a pretest-posttest basis. The same instructor taught both groups and had no knowledge of the experimental design. The treatment group was taught using the process approach. No formal grammar instruction was given to the treatment group. Both groups completed the same essay and other assignments as the treatment group. Results indicated that the treatment group scored a higher number of correct answers on the posttest than did the control group, and the treatment group attempted to answer more test questions on the posttest than the control group did. Findings suggest that the process approach to teaching writing, which deemphasizes formal grammar instruction, may be more effective in improving students' knowledge of grammar than formal grammar instruction. (Four tables of data are included. Contains 11 references.) (RS)

ED 366 007 CS 508 413

Huebner, Thomas M., Jr.; Fuller, C. Todd
The Student's Role in Recruiting: Methods and Benefits.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Debate; Higher Education; Organizational Climate; *Peer Influence; Program Descriptions; Small Colleges; Speech Communication; Speech Curriculum; *Student Participation; *Student Recruitment
IDENTIFIERS- *Peer Recruitment; School Culture; *Southwest Baptist University MO

Students in the Southwest Baptist University's speech and debate program actively participate in recruiting and contribute to the small college's culture. While scholarship on peer recruitment is scarce, the literature suggests two foundational principles that can serve as guides: colleges and universities must be willing to develop personal relationships with those students they are interested in recruiting; and students are better at "painting the big picture" than college personnel are. Certain peer-recruitment strategies can contribute to a competitive and progressive speech and debate program on any level: coaches can facilitate associations between high school and university competitors; students can refer individuals from their own high school program; undergraduates can participate in the professional community; and students can make telephone calls, conduct campus tours, and accompany the coaching staff on prospect visits. Benefits of peer recruiting include: empowering new students by letting them know they feel wanted; creating bonds between the incoming student, the seasoned forensics competitor, and coaches or faculty sponsors; creating an openness among students; taking the sole recruiting burden off coaches; and instilling in students the value of responsibility. By remembering the foundational principles of relationship-building and honesty, observing various strategies of peer-recruitment, and understanding the benefits of allowing students to recruit students, most programs can become more successful in obtaining the kinds of individuals who accept and thrive within their particular forensic cultures. (RS)

ED 366 008 CS 508 414

Huebner, Thomas M., Jr.

ED 366 026 CS 508 433

Watt, Willis M.
Theoretical and Practical Approaches to Teaching Listening: Using the Watson-Barker Listening Test To Validate Levels of Learning in the Classroom.
PUB DATE- Nov 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; Educational Attainment; Higher Education; Instructional Effectiveness; *Listening; *Listening Comprehension; Listening Skills; *Sex Differences
IDENTIFIERS- Watson Barker Listening Test

A study investigated whether listening effectiveness could be improved by completing a college listening class. Volunteer subjects, 14 males and 14 females enrolled in a 3-hour, 16-week college listening course for undergraduate or graduate students at a medium-sized midwestern university, were given the video version of the Watson-Barker Listening Test as pre- and posttests. Results indicated that: (1) participation in a listening course improved listening behavior; (2) gender did not affect overall ability to listen effectively; and (3) more education had a positive effect on listening skill. Twenty-one tables of data are included. (Contains 12 references.) (Author/RS)

ED 366 027 CS 508 434

Weaver, Richard L., II; Cotrell, Howard W.
Forced Discipline in the Basic Speech-Communication Course.
PUB DATE- 18 Nov 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; Communication Research; Definitions; *Discipline Policy; Higher Education; *Introductory Courses; *Speech Communication; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Forced Discipline; Speech Communication Education

Forced discipline refers to the specific procedures, routines, and standards required for carrying out course-related tasks. This paper discusses various facets of discipline, then looks at how 160 students in a basic speech-communication course respond to forced discipline. The paper next looks at how 30 basic-course directors define forced discipline and offers examples and opinions of the directors regarding forced discipline. The paper concludes with suggestions and guidelines for handling discipline in basic, speech-communication courses. Four footnotes are included. (Contains 10 references.) (RS)

ED 366 028 CS 508 435

Remland, Martin S.
Communication Apprehension and Nonverbal Behavior: A Functional-

funded by the New South Wales Department of School Education (Australia) which sought to examine the school-community interface and communication in comprehensive high schools. Data were drawn initially from nine schools in western Sydney, with three of these schools being the subject of indepth followup study. The project addressed three major focus areas: (1) the expectations of students' educational needs held by students, teachers, parents and business; (2) the communication processes at work within schools and between schools and their communities concerning education; and (3) the essential characteristics of effective communication. These studies revealed the significant role played by senior school executives, particularly the principal, in the development of communication methods in schools and their influence on school culture and climate. Decision-making and communication methods in the three schools are examined within the context of each school's environment and implications are drawn for school leadership; staff morale; and staff, student and community attitudes. (Author/KDP)

ED 366 047 EA 025 480

Schell, Al; Penner, Glen, Ed.
Rescheduling the Traditional School Day/School Year: Research in Brief. SSTA Research Centre Report.
PUB DATE- Nov 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Educational Change; Educational Innovation; Elementary Secondary Education; *Extended School Day; *Flexible Scheduling; Foreign Countries; *School Schedules; *Year Round Schools
IDENTIFIERS- *Saskatchewan

This document presents information for Saskatchewan administrators who are considering rescheduling the traditional school day or school year. It discusses reasons for changing school schedules and identifies educational, societal, and economic concerns around the change. Steps in the change process include: evaluation/needs assessment; design/validation; implementation/verification; and maintenance/continuation. A sample checklist of criteria for assessing school-calendar proposals is included. Successful examples of school-calendar changes are also highlighted, such as the 4-day week, extended school-year programs, rotating terms, flexible designs, and mandatory attendance designs. The final section describes the various educational, societal, economic, employee, and legislative concerns that any calendar-change program must face. A list of contact groups is included. (LMI)

ED 366 048 EA 025 502

Our Children Our Future. The Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education. Summary Report.
PUB DATE- Mar 92
NOTE- 48p.; For the full 500-page report summarized here, see EA 025 503; for the commissioned studies, see EA 025 505.
LANGUAGE- English

1993. Occasional Paper 1993-3.
PUB DATE- Nov 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Development; Elementary Secondary Education; *Federal Government; *Federal Programs; Public Schools; *School Restructuring
IDENTIFIERS- Project Head Start

The federal government initiated educational reform measures in the United States long before the subject became a matter of national concern. In recent decades, reform has focused on helping children whose special needs were neglected by the school system. Evidence shows that these efforts have improved services to neglected groups, but without increases in federal funding. Still, the role of the federal government in shaping elementary and secondary education is likely to grow during the 1990s. That role is more likely to be in systemic school reform through the design of curricula, model texts, tests, equipment, and the hiring of staff to free up teachers for instruction. Improving preschool education and the transition from school to work will also be emphasized. This report suggests that federal intervention is necessary if systemic education reform is to be successful. Included is a review of major federal initiatives from Head Start through high school. Other topics discussed are: Chapter 1, students with disabilities (special) education, bilingual education, and vocational education. Reforms outside the school system, improving the basic educational system through national standards and tests, teacher education, text and equipment improvement, staff increases, and school-to-work programs are also considered. A general overview of federal education policy concludes the document. (JPT)

ED 366 067 EA 025 567

Mertz, Norma T.; McNeely, Sonja R.
Expectations versus Realities: Supervision under a State-Mandated Teacher Evaluation System.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; Instructional Improvement; Instructional Leadership; *State Standards; Teacher Attitudes; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- *Tennessee

Tennessee has had a state-mandated system of teacher evaluation in place since 1984. This paper presents findings of a study that examined the effect of state-mandated teacher evaluations on: (1) teacher performance, and (2) the nature and amount of supervision provided to teachers. Data were derived from a survey of 58 teachers from 21 Tennessee school districts. Only three percent of respondents said that they had received supervision for purposes other than evaluation; almost all reported that they had been supervised for evaluation purposes. In addition, most of the teachers believed that the supervision had little influence on their classroom instruction. They wanted and valued instructional supervision, but did not

References accompany each chapter. (LMI)

ED 366 088 EA 025 590

Wendel, Frederick C., Ed.
Reforming and Restructuring Education. UCEA Monograph Series.
PUB DATE- 92
NOTE- 54p.; Papers originally presented at the Annual Convention of the University Council for Educational Administration (Pittsburgh, PA, 1990).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Administration; Educational Change; Elementary Secondary Education; Organizational Theories; Resistance to Change; *School Based Management; *School Restructuring; *Theory Practice Relationship

This booklet contains four selected conference papers on educational reform and restructuring. In "Can Rational Organization Models Really Reform Anything? A Case Study of Reform in Chicago," Fenwick English describes reform efforts in the Chicago Public Schools and examines the political, social, organizational, and bureaucratic factors that have obstructed educational change. "Organizing and Leading for Learning: The Interplay of School Reform and Restructuring with Preparation Program Reform and Restructuring" focuses on how to prepare leaders to work effectively with context and input variables to guide improvement in education. In this paper, Charles M. Achilles, Dale Brubaker, and Harold Snyder plot the use of knowledge from practice and from theory as a guide for future challenges. John Greer, Paula Short, and Robert Michael describe the results of a funded project in "Issues in Creating Empowered Schools." They identify six variables that affected the success of the restructuring project and the creation of empowered staffs. Finally, Robert Prickett, Jack Flanigan, Mike Richardson, and Garth Petrie present findings of a study that examined three groups' perceptions of a popular restructuring strategy. Their paper, "Who Knows What? Site-Based Management," describes the different perceptions about site-based management held by principals, professors, and graduate students. References accompany each chapter. (LMI)

ED 366 089 EA 025 593

Noguchi, Kay P., Comp.
Directory of Pacific Professionals for Educational Improvement. First Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Consultants; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Education; Organizations (Groups); *Professional Personnel; Workshops
IDENTIFIERS- *National Diffusion Network Programs; *Pacific Region

The Pacific Region Educational Laboratory (PREL) is a nonprofit corporation for educational research and improvement, serving

This paper presents findings of a case study that examined Australian primary teachers' perceptions of school-based curriculum development (SBCD). The study was conducted at Blackpool Primary School, a Catholic school in Sydney, New South Wales, Australia. Data were derived from participant observation, a teacher questionnaire, interviews with all full-time teachers, and followup focus interviews with two of the teachers between August 1987 and June 1988. Findings indicate that despite the presence of support structures and a high level of teacher involvement in curriculum planning, several initiatives did not find expression in the classroom. Teachers did not see implementation as part of their participation in SBCD, nor did they relate SBCD to personal benefits. They also reported that they lacked time and sometimes made decisions based on what they believed was best for their students. It is recommended that the administration explore the link between curriculum planning and implementation with students in teacher-preparation programs. Four tables are included. (LMI)

ED 366 110 EA 025 626

Pazey, Barbara
Can Regular and Special Education Be Integrated into One System? Political Culture Theory May Have the Answer.
PUB DATE- Oct 93
NOTE- 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Elementary Secondary Education; *Equal Education; *Excellence in Education; *Mainstreaming; Political Influences; Politics of Education; *Regular and Special Education Relationship; *Special Education

This paper examines proposals to integrate regular and special education. It offers an overview of pertinent regular and special education-reform efforts, discusses recommendations for unified schools that include all students, and reviews literature on political culture theory. Elazar's (1966) theory of political culture is used as a framework for analyzing the potential micro- and macro-political effects of creating a unified education system. A conclusion is that throughout the 1980s, the reform of regular education centered on quality and excellence, whereas special-education reform advocated equity through efficient order. The unanswered question of the 1990s appears to be "Are both excellence and equity possible in the schools?" This poses dilemmas of control versus democracy and equity versus excellence. Recommendations for creating a unified school system include promoting dialogue among all stakeholders, understanding political cultures, and carefully examining the underlying values of the current educational system. (LMI)

ED 366 111 EA 025 629

Hawkins, Sandy
From Parent to Parent: A Look at Year-Round Education.
PUB DATE- Jan 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

from .22 to .58. Although there appeared to be one general deaf capabilities factor, a few items also correlated moderately to strongly with an intelligence factor. Construct validity was established. The study concludes that the Opinions about Deaf People scale appears to be a reliable and valid scale for research in education, employment, and other settings. The scale itself is included. Twenty-six appendices present the study's statistical data, several related questionnaires, and demographic information. (Contains 15 references.) (JDD)

ED 366 130 EC 302 724

Kelley, Jerry D., Ed.; And Others
Western Hemisphere Conference on Persons with Disabilities. Conference Proceedings (Washington, D.C., March 14-18, 1993) = Conferencia Hemisferica Occidental sobre Personas con Discapacidades. Actas de la Conferencia. (Washington, D.C., 14 al 18 de Marzo de 1993).
PUB DATE- Mar 93
NOTE- 327p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Area Studies; *Attitudes; Developing Nations; *Disabilities; Equal Opportunities (Jobs); Foreign Countries; *Global Approach; *International Studies; Knowledge Level; Public Policy; *Rehabilitation; *Social Integration
IDENTIFIERS- *Western Hemisphere

This document presents the proceedings of a conference which brought together delegates and First Ladies representing western hemisphere nations to address needs and issues affecting people with disabilities in the Americas. It presents the texts of two keynote addresses: "Small Triumphs, Big Victories: A Global View of Persons with Disabilities," by Antonia C. Novello, and "Rehabilitation in Latin America: Accomplishments in the Last Decade," by Antonio Lacal Z. A featured presentation by Lex Frieden is then printed, titled "Attitudes and Policies Affecting People with Disabilities in the Western Hemisphere," followed by two reaction papers: "Community Awareness: The Revolution of the Little Things" (Carlos Botero) and "Awareness and Some Implementation Strategies" (Wilbert Williams). A featured presentation titled "Rehabilitation Challenges in Latin America and the Caribbean" (Esther Alicia Amate) is followed by three reaction papers: "Medical Rehabilitation: Guidelines for Action" (Richard S. Materson); "Disabled People in the Struggle for Social Change" (David Werner); and "The Problem of Disability in Latin America" (Herman Flax). The third featured presentation is titled "Towards Equality of Opportunity for People with Disabilities" (Henry Enns) and is critiqued by Eloisa G. E. deLorenzo in "Reflections on Concepts of Integration in the Americas" and Flavio Arns in "Individual Paths to Full Integration." Special presentations then describe activities in Uruguay, Barbados, Grenada, Costa Rica, Peru, Venezuela, Nicaragua, Dominican Republic, Brazil, Argentina, and Jamaica. The document concludes with regional group recommendations, rosters of participants, and appendices providing supplementary information. The document is printed in both English and Spanish. (JDD)

ED 366 131 EC 302 725

Johnson, Robert C., Ed.

NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Check Lists; Civil Liberties; Due Process; *Evaluation Methods; Foreign Countries; *Mental Disorders; *Mental Retardation; Organizations (Groups); Personal Autonomy; *Program Evaluation; *Quality Control; *Quality of Life; Standards
IDENTIFIERS- *International League of Socs Mentally Handicapped

These guidelines for service evaluation arose out of a 1986 meeting of the International League of Societies for Persons with Mental Handicap. An introduction focuses on the concepts of support and service and the need for minimizing restrictiveness and empowering the individual. Seven principles are enumerated, specifying the rights of people with mental retardation to the same rights as other people, to proper medical care and training, to economic security, to life within the family and community, to protection from exploitation or abuse, and to due process. Quality standards are then identified, stressing the need for individualized services, personal autonomy, and social opportunities. The need for standards to address living conditions, education and learning environments, work, employment and day activities, recreation, participation, and self-realization is stressed. Evaluation methods are then considered, with emphasis on the use of both internal and external evaluators, consumer involvement, and comparability of data. The guidelines also note that the individual life is affected by systems and communities, by services, and by the individual him/herself. Seven implementation steps are outlined, such as identifying issues, setting goals, collecting information systematically, and using the information to influence leaders and authorities. Sample pages from two evaluation checklists are appended. (Contains 11 references.) (DB)

ED 366 150 EC 302 745

Piercy, Sheryl W.; Bowen, Mack L.
Current and Projected Practices for Certification and Monitoring of Personnel Needs in Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Teacher Education; *Disabilities; Elementary Secondary Education; *Federal Regulation; Higher Education; National Surveys; Needs Assessment; Noncategorical Education; *Personnel Needs; Pupil Personnel Services; *Special Education Teachers; Staff Development; State Standards; *Teacher Certification; Teacher Education; Teacher Shortage; *Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- *Comprehensive System for Personnel Development

Forty-eight chief state certification officers and 50 state Comprehensive System of Personnel Development (CSPD) officers responded to a two-part survey on special education certification and the supply and demand of special education and related services personnel. Survey data were considered within the context of recently approved federal guidelines that expand the responsibilities associated with state CSPD plans.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 93
NOTE- 16p.; For other reports in this series, see EC 302 768-773.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Change Strategies; Demography; *Disabilities; Educational Assessment; Educational Objectives; Elementary School Students; Elementary Secondary Education; Mainstreaming; *Outcomes of Education; Regular and Special Education Relationship; Secondary School Students; *Special Education; Student Characteristics; *Student Educational Objectives; *Student Evaluation

This paper provides an overview of the demographic characteristics of students in special education, outcomes associated with their schooling, and the nature of special education programs and services. Three issues relevant to the impact of standards and assessment on special education are then discussed: (1) regular education should assume responsibility for the learning of all students; (2) programs and activities should be linked by a common set of goals for all students and a shared vision of the standards used to judge them; and (3) schools and students should be judged in terms of the outcomes they achieve and should receive rewards and sanctions based on those outcomes. Several strategies are presented for increasing the positive impact of standards and assessment for students in special education, such as developing a set of agreed upon outcomes and standards of performance that have relevance for all students, and adopting reporting formats and conventions that accommodate students with disabilities. (Contains approximately 40 references.) (JDD)

ED 366 168 EC 302 772

Ysseldyke, James E.; And Others
National Goals, National Standards, National Test: Concerns for All (Not Virtually All) Students with Disabilities? Synthesis Report 11.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 93
NOTE- 12p.; For other reports in this series, see EC 302 768-773.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Disabilities; *Educational Assessment; *Educational Objectives; Elementary School Students; Elementary Secondary Education; *Mainstreaming; *National Competency Tests; Secondary School Students; Student Educational Objectives; Testing Programs
IDENTIFIERS- *Goals 2000; *Inclusive Schools

This paper provides an analysis of inclusion as it relates to national goals, national standards, and national tests for students with disabilities. Concerning the six national education goals specified in Goals 2000, the paper finds that the primary data collection programs used to document progress toward the goals exclude 40 to 50 percent of students with disabilities. Concerning national standards, the paper points out that experts in math believe that established standards are somewhat appropriate for students with disabilities but not feasible for implementation with most students with

Crandall, JoAnn; Tucker, G. Richard
Content-Based Language Instruction in Second and Foreign Languages.
PUB DATE- 90
NOTE- 16p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Educational Trends; Elementary Secondary Education; *English (Second Language); Higher Education; Instructional Materials; *Language of Instruction; Program Development; Research Needs; Second Language Instruction; *Second Languages; Trend Analysis; Vocational Education; Writing Instruction
IDENTIFIERS- *Content Area Teaching

Content-based language instruction is an integrated approach to language instruction drawing topics, texts, and tasks from content or subject-matter classes but focusing on the cognitive, academic language skills required to participate effectively in content instruction. It is of growing interest to teachers of both English as a Second Language and other second languages. It has been used in courses of English for academic and special purposes, vocational English, programs for foreign teaching assistants, partial or total language immersion, academic courses, and two-way bilingual programs, and at all instructional levels. Another approach is for content teachers to adapt instruction to differential language proficiency levels in the class. Attributes of content-based instruction include: instructional objectives drawn from language, academic content, and cognitive skills; schema knowledge developed in the language of instruction; inclusion of content-obligatory and content-compatible languages; paired and small-group work; wide range of materials; multiple media and presentation techniques; experiential and discovery learning; and use of writing for both cognitive and evaluative purposes. Content-based instruction often begins with collaboration of a language and a content teacher. Additional work is needed in teacher education, student assessment, program evaluation, and instructional material development. (MSE)

ED 366 188   FL 021 746

Martin, Ian
The Methodology of the Module: A Content-Based Approach.
PUB DATE- 90
NOTE- 11p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English for Special Purposes; Foreign Countries; *Instructional Design; *Learning Modules; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Content Area Teaching

A discussion of the use of thematic modules in content-based second language instruction argues that the approach has a number of advantages over others. Thematic modules are defined

NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); Language Styles; Language Usage; Semantics; *Sentence Combining; *Sentence Structure; *Teaching Methods

This paper describes a demonstration of a totally integrated discovery procedure to present sentence-combining practice. This practice makes students aware not only of the complex structures but of the usage and style related to each structure. Guidelines for the execution of the practice include: (1) the use of a sequence of questions by the teacher, (2) use of semantic relationships as a basic criterion for the combinations, (3) use of sentences in the practice that might naturally be used separately within each group that is to be combined, (4) incorporation within the practice of matters of usage and style, (5) incorporation within the practice of an awareness of sentence faults, and (6) integration within the practice of grammatical terminology. A detailed description of the demonstration is offered and the combination of sentences is appended. (Contains 8 references.) (JP)

ED 366 209 FL 021 813

Hoopingarner, Dennie
Historical Evidence on the Etymology of "OK."
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Abbreviations; Diachronic Linguistics; Dictionaries; Etymology; Language Patterns; *Language Research; *Language Usage; Politics; *Popular Culture
IDENTIFIERS- *OK (word); *Slang

The etymology of the word "OK" has been controversial from the time it was coined. As an acronym, it is ambiguous by its nature. It was originally meant to stand for "oll korrect," a deliberate misspelling of "all correct." These misspellings were a fad among the literati in late 1930s Boston. However, the phrase was soon adopted as an abbreviation for the nickname "Old Kinderhook" by Democrats campaigning for Martin Van Buren's reelection in 1840. Since then, several other theories have been introduced, including the ideas that it came from a Choctaw Indian word meaning "it is so" or a Middle English word for the last load of a harvest. Most dictionaries now acknowledge its source in "oll korrect" or some variation, with later adoption by the Van Buren campaign and subsequent popular recognition. A 29-item bibliography is included. (MSE)

ED 366 210 FL 021 827

Clark, John L.; Scarino, Angela
Content and Language in Targets and Target Related Assessment (TTRA): Implications for Schools.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; *Cognitive Structures; Course Content; Elementary Secondary Education; English (Second Language); Foreign Countries; *Learning Theories; *Linguistic Theory;

ED 366 229 FL 021 855

Murphy, Edna, Ed.
ESL: A Handbook for Teachers and Administrators in International Schools.
PUB DATE- 91
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrative Organization; Classroom Techniques; Computer Software; Cultural Pluralism; Departments; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; Learning Disabilities; Mainstreaming; *Program Design; *Program Development; School Administration; *Second Language Programs; *Special Education; Student Evaluation; *Teacher Role; Teaching Methods; Testing
IDENTIFIERS- Diversity (Student)

The handbook is intended as an aid to teachers and administrators in developing English-as-a-Second-Language (ESL) programs for the kind of linguistically diverse student population found in international schools. It consists of a selection of essays on ESL program design and implementation and lists of additional resources. Essays include: "The International School ESL Challenge" (David Garner); "Some Theoretical Considerations" (Sandra Meakin); "Setting Up the ESL Department" (Fiona Kalinowski, Maurice Carder); "Organizing the ESL Programme: Which Model To Choose?" (Edna Murphy); "Features of the Programme" (Kalinowski, Carder); "Assessing the ESL Student" (Carder); "The Teacher's Task: The Work of the Classroom" (Garner); "Some Common Difficulties and How They Can Be Avoided" (Coreen Sears); and "The ESL Student with Special Needs" (Sherry Migdail). Information on additional resources includes lists of relevant professional journals, professional organizations and resources, publishers and mail order sources, useful books for the ESL library, computer software, teaching materials, and testing and assessment materials. A glossary and brief author bibliographies are also included. (MSE)

ED 366 230 FL 021 864

de Bot, Kees, Ed.; And Others
Foreign Language Research in Cross-Cultural Perspective. Volume 2.
PUB DATE- 91
NOTE- 285p.; In Europe, ISBN-90-272-4102-3.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Classroom Research; Comparative Education; Computer Assisted Instruction; Cultural Education; *Educational Environment; Foreign Countries; Item Response Theory; Language Proficiency; *Language Research; *Language Tests; Linguistic Theory; Measurement Techniques; Program Evaluation; *Research Design; *Research Methodology; Second Language Instruction; Second Language Learning; *Second Languages; Teaching Methods; Testing
IDENTIFIERS- *Europe; United States

Papers from a conference on empirical research on foreign language instruction in Europe and the United States include: "Foreign Language Instruction and Second Language Acquisition

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Administration; *College Faculty; *Cultural Differences; *Diversity (Institutional); *Educational Change; Educational Finance; Educational Trends; Higher Education; *Institutional Mission; Multicultural Education; Professional Development; Quality of Working Life; *Teaching (Occupation); Trend Analysis
IDENTIFIERS- Diversity (Student)

This review of the literature examines five issues affecting college faculties in the 1990s and identifies various views on these issues while providing a general overview. A section on multiculturalism identifies it as one of the leading issues facing faculty. This section looks at views on the challenges of racial diversity; racial tension; and increased diversity by gender, cultural background, and disability. A section on organizational factors looks at administrative changes affecting faculty many of which are linked to fiscal considerations. This section covers views on the fiscal crisis, faculty attrition and status, merit pay, and the information explosion. A section on mission raises some broad issues about the mission of U.S. higher education and treats theoretical versus practical applications and university-industry alliances. A section on professional factors addresses approaches to faculty evaluation, staff development, and scholarly communication. The final section looks at personal factors such as burnout, worklife (culture and morale), and the perceived role of teaching. Closing remarks highlight the variety and speed of change in higher education and the consequent stress for faculty. This section also urges institutions to confront changes and tensions in defining and maintaining their mission. (Contains 104 references.) (JB)

ED 366 248 HE 027 090

Reciprocity Agreements with Oregon, Idaho, and British Columbia. Status Report.
PUB DATE- Aug 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Foreign Countries; Higher Education; *Negotiation Agreements; *Regional Cooperation; Regional Programs; State Boards of Education; *State Colleges; State Legislation; *Statewide Planning; *Tuition
IDENTIFIERS- British Columbia; Idaho; Oregon; *Tuition Reciprocity; Tuition Waivers; *Washington

The Washington State Higher Education Coordinating Board renegotiated reciprocity agreements with Oregon, Idaho, and British Columbia in light of state legislation curbing and reducing tuition waiver reciprocity. Legislation in 1992 required state institutions to reduce the total amount of operating fee revenue waived by 6.6 percent and allowed institutions to participate in tuition waivers at their discretion. Consequently Central Washington University has withdrawn from the program and the University of Washington plans a phased withdrawal. Students from British Columbia and Oregon who attend Washington four-year institutions will receive full waivers of the nonresident differential of $4,602 to $6,399 depending on institution and level of study. Partial waivers are typical for students from Idaho. Community colleges overall U.S. position in advanced technology, applications of high performance computing and networking, legislative history, summary of major provisions, estimated cost, and regulatory impact statement. A section-by-section analysis of the bill follows. Other contents include additional views of Senator Larry Pressler and a run-down of all the changes in existing law that would be made by the bill. (YLB)

ED 365 790   CE 065 369

Dislocated Workers. A Look Back at the Redwood Employment Training Programs. Briefing Report to Congressional Requesters.
PUB DATE- Dec 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Employment Programs; Federal Legislation; Federal Programs; Improvement Programs; Job Layoff; *Job Training; *Lumber Industry; Participant Satisfaction; Program Implementation; *Retraining
IDENTIFIERS- Redwood Employees Protection Plan CA

A study examined implementation of the Redwood worker assistance programs implemented to help mitigate the loss of jobs by timber workers in Northern California upon expansion of the Redwood National Park in 1978. The benefits provided to workers under the Redwood Employee Protection Program (REPP) were generous. As of December 1988, REPP had spent about $104 million on 3,500 individuals. Less than 13 percent of these individuals enrolled in retraining. Of those workers who participated in retraining, officials estimated that about 95 percent completed their training and 25 percent of those relocated. California Employment Development Department (EDD) officials and REPP participants identified several problems they believed hampered implementation of assistance programs. Workers and officials said communication regarding the program was inadequate. EDD officials said that because Department of Labor regulations for retraining were delayed until 14 months after program implementation, educational service providers were reluctant to develop retraining programs and officials lost contact with many dislocated workers before they could be provided with training. Workers and officials said that receipt of benefits was not tied to retraining or job search assistance, and the benefits became a disincentive to work. They also believed that program eligibility was very lenient. During the period of the park's expansion, Humboldt County remained relatively stable, and Del Norte County experienced more fluctuations. (YLB)

ED 365 791   CE 065 370

Value Added in Further Education. One Aspect of FEU's Continuing Quality Work.
PUB DATE- Oct 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Students; *Educational Quality; Foreign Countries; *Measurement Techniques; Postsecondary Education; *Quality Control; Student Evaluation; *Student Improvement; *Technical Institutes; Vocational Education

Communication Skills; *Employment Potential; Ethics; Foreign Countries; High Schools; Interpersonal Competence; *Job Skills; Learning Activities; *Office Management; *Office Occupations Education; Research Skills; Seminars; Stress Management; Telephone Usage Instruction; Units of Study; Work Experience Programs

IDENTIFIERS- Manitoba

This guide is intended for use in conducting a seminar to help students prepare for the transition to the work force as office workers in business, industry, or government. The first third of the guide contains the following: a profile of the critical skills required for the Canadian work force, a flowchart of the recommended sequence of studies for business education courses, a rationale for the business education seminar outlined in the guide, evaluation criteria, time allotments, and the goals and objectives of each of the seminar's 10 units. The remainder of the guide consists of outlines for instructional units on the following topics: ethics, career development, office organization, administrative support, research skills/office resources, telephone techniques, interpersonal skills, stress management, communications, and work education. Each unit outline contains a unit goal and objectives correlated with recommended instructional methods. Contains 21 references. (MN)

ED 365 810 CE 065 432

Hellman, Linda

Pima County Workplace Literacy Partnership. Final Report. May 1, 1992 - October 31, 1993.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 31 Oct 93

NOTE- 109p.; For related documents, see ED 321 609, ED 322 293, and ED 353 451.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Arithmetic; Basic Skills; *Curriculum Development; *English (Second Language); Job Skills; *Literacy Education; Mathematics Skills; Program Development; *Program Effectiveness; Program Evaluation; Reading Skills; School Business Relationship; Writing Skills

IDENTIFIERS- Arizona (Pima County); *Workplace Literacy

This project report describes how the Pima County Adult Education's Workplace Education Project provided workplace education at 11 Arizona worksites to 355 workers. The following activities are discussed: 27 class cycles were completed; the average class cycle was 11 weeks; pretests/posttests results indicated educational gains and gains in self-esteem; instructors combined the common components of the company-specific curricula by subject and developed a generic curriculum for each content area; during the second year, instructors updated the generic curricula and added curricula and job-specific matrixes; all staff received one-to-one and small group training on an ongoing basis; and advisory committees were a useful tool for keeping classes relevant, participatory, and learner centered. The appendix contains the following: (1) generic curricula--English to Speakers of Other Languages (ESOL), reading skills, writing skills, math fundamentals, math S.P.C., algebra, communications skills, problem solving; (2) job-specific curriculum matrixes (reading, writing, math, communication and listening skills, problem

ED 365 828 CE 065 459

Edling, Walter
Creating a Tech Prep Curriculum. The Tech Prep Resource Series.
PUB DATE- Sep 92
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Articulation (Education); *Curriculum Design; *Curriculum Development; Educational Planning; Guides; High Schools; Postsecondary Education; Resource Materials; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tech Prep

This resource guide is intended to provide guidance for those individuals or committees who have responsibility for the design of a tech prep curriculum. Focus is on issues and processes involved in developing a curriculum that effectively incorporates tech prep concepts. The guide is organized to follow an orderly path through the issues involved in curriculum planning. Section I, the introduction, states the purpose of the guide and gives instructions for its use. Section II reviews some background concepts to help users establish the scope of the tech prep program. Questions of goals, students served, and other broad issues are addressed, and choices or alternatives are proposed. Section III considers the curriculum design process (who should be involved, what issues should be considered, and what is a reasonable sequence of steps). This section deals primarily with the unique aspects of a tech prep curriculum that differentiate it from traditional programs. The major focus of the guide is Section IV, which explores the structure and content of tech prep curricula. This section leads the user through consideration of the numerous questions and issues that must be examined and resolved. Section V addresses the special problem of bridge programs, needed where both tech prep and non-tech prep students enter the same postsecondary program. Models of bridge programs are provided, showing the key essentials of secondary tech prep content. Appendixes contain curriculum models, 13 case studies, and information about the content of the Applied Academics course materials. (YLB)

ED 365 829 CE 065 460

Hull, Dan
Getting Started in Tech Prep. The Tech Prep Resource Series.
PUB DATE- 92
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Associate Degrees; *Consortia; *Cooperative Planning; Cooperative Programs; Coordination; Educational Change; Educational Cooperation; *Educational Planning; Goal Orientation; High Schools; Institutional Cooperation; *Program Implementation; School Business Relationship; School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

This resource guide/workbook is designed to show how to form and operate a tech prep/associate degree (TPAD) consortium. It contains 20 activity-oriented units that can be used by the planning teams to put the consortium together and get it standards that individual students demonstrate. (KC)

ED 365 846 CE 065 493

Commercial Refrigeration Technology. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Development; *Competence; Competency Based Education; Course Content; Educational Resources; *Entry Workers; *Job Skills; Postsecondary Education; Refrigeration; *Refrigeration Mechanics; Repair; Secondary Education; State Curriculum Guides; *State Standards; Student Characteristics; Student Evaluation; Teacher Characteristics; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Florida

The program guide for commercial refrigeration technology courses in Florida identifies primary considerations for the organization, operation, and evaluation of a vocational education program. Following an occupational description for the job title for refrigeration mechanic, and its Dictionary of Occupational Titles code, are six sections providing: (1) a description of program content, including a curriculum framework, student performance standards, major concepts, and laboratory activities; (2) program implementation information, such as teacher characteristics, student admission criteria, cooperation education program description, and student organizations; (3) seven resources listed by performance standards; (4) information on facility design; (5) a list of suggested equipment related to student performance standards; and (6) information on teacher professional development resources and organizations. The attached Career Merit Achievement Plan (Career MAP) for commercial refrigeration technology charts the competencies required for entry into the field of commercial refrigeration. It was developed to display the student performance standards required by the local education agencies and to document the level of achievement on student performance standards that individual students demonstrate. (KC)

ED 365 847 CE 065 494

Residential Heat and Air Conditioning. Florida Vocational Program Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Jun 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Career Development; *Competence; Competency Based Education;

Tech Prep Planning and Implementation Grants. 1992-1993 Final Report.
PUB DATE- Nov 93
NOTE- 255p.; For a related document, see CE 065 569.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Delivery Systems; Evaluation Methods; High Schools; *Program Evaluation; *Program Implementation; State Programs; *Technical Education; Two Year Colleges
IDENTIFIERS- *North Carolina; *Tech Prep

An evaluation was conducted of tech prep, a focused, sequential 6-year course of study for high school and technical college students in North Carolina, using 19 criteria that were identified as being necessary to qualify for tech prep funding. Evaluation activities carried out by the North Carolina Departments of Public Instruction and Community Colleges included regional meetings at which each of the 45 funded tech prep consortia gave brief oral presentations highlighting the year's activities and a review of executive summaries and budget sheets by third-party contractors. There was some uncertainty associated with the evaluation process, because third-party evaluators were not present during the meetings. However, analysis of the summaries and the reviews produced the following observations: (1) most of the programs were rated average or above average; (2) postsecondary activity was rated low in collaboration, curriculum development, and staff development; (3) activities to establish program services for special populations were also rated somewhat low; (4) business and industry collaboration also lagged somewhat, especially on the postsecondary level; (5) purposes addressed, grant objectives addressed, articulation, and marketing strategies were rated above average for all consortia; and (6) few evaluation efforts appeared to have been made. The study concluded that tech prep was generally a positive program, but that it had not developed a consistent thematic approach throughout the state. (This report includes summaries of the 45 programs that were evaluated, 28 figures, and 4 tables.) (KC)

ED 365 867 CE 065 571

Harvey, Florence
Implementing Applied Performance Assessment: The External Diploma Program. EDP: Profile of a Mature, High Stakes, Large Scale, Applied-Performance Assessment System.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Competence; *Credentials; Degrees (Academic); Educational Certificates; *Equivalency Tests; Guidelines; *High School Equivalency Programs; *Portfolios (Background Materials); Program Implementation; Qualifications; Standards
IDENTIFIERS- *External Diploma Programs

The External Diploma Program (EDP) of the American Council on and (4) a problem-solving example using an algebra class. Handouts and transparency masters are included. (KC)

ED 365 885   CE 065 645

Leigh, David
Total Quality Management (TQM): Training Module on "Statistical Process Control."
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 37p.; For related documents, see CE 065 638-646.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Course Content; Course Descriptions; Formative Evaluation; High Schools; Improvement Programs; Job Training; Labor Force Development; Learning Activities; Learning Modules; Management Teams; *Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; *Staff Development; *Statistical Analysis; Statistical Data; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- Statistical Process Control; *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students gives a brief introduction to some statistical tools. It includes a section on process variation that is intended to familiarize students with the causes of variation such as common and special causes. Statistical definitions are given for common statistical terms such as "mean" and "standard deviation," with examples to aid students in understanding the meanings of the terms. Run charts and control charts are described. An eight-step process is defined for the use of control charts, and two examples are provided. An example of a run chart also is provided. A bibliography lists six references. Handouts and transparency masters are included. (KC)

ED 365 886   CE 065 646

Leigh, David
Total Quality Management (TQM): "Walk the Talk" Classroom Model.
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 1 Jun 93
NOTE- 43p.; For related documents, see CE 065 638-645.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; *Competence; Competency Based Education; Course Content; Course Descriptions; High Schools; Improvement Programs; Job Skills; Job Training; Labor Force Development; Learning Activities; Learning Modules; Management Teams; Models; *Organizational Development; Organizations (Groups); Participative Decision Making; *Quality Control; *Staff Development; Teaching Methods; Teamwork; Two Year Colleges; Units of Study; Work Environment
IDENTIFIERS- *Total Quality Management

This module for a 1-semester Total Quality Management (TQM) course for high school or community college students provides a

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Classroom Techniques; *Conservation (Environment); *Cooperation; Curriculum Guides; Ecology; *Elementary School Students; Environmental Education; Intermediate Grades; Interpersonal Relationship; *Quality of Life; Secondary Education; *Secondary School Students; Student Role
IDENTIFIERS- *Earth; World Views

This program, for grades 4 through 12, introduces students to the concepts that result in cooperative work for the survival and improvement of the quality of life of the human family. In addition to the teacher's guide presented here, the program comes with a music video recorded in seven languages, reproducible pages, a class simulation game, and a poster of Planet Earth. The guide includes the following sections: (1) "To See the World" (an introduction); (2) "Connections"; (3) "Who Speaks for Earth?"; (4) Terra II--A Spaceship Earth Simulation"; and (5) an appendix that lists 17 environmental organizations, 16 resource organizations, 4 young peoples' groups, 3 pen-pal programs, and 5 games and projects. Sections 1-3 are further divided into a total of 16 subsections containing activities and discussion materials, each beginning with brief guidelines for teaching that section. The guide concludes that the interconnection that binds all people and nations must be recognized and developed to ensure the survival of Spaceship Earth. (SLD)

ED 365 907 CG 025 171

Hakim, Laurel, Ed.
Conflict Resolution in the Schools. 1993 Edition.
SPONS. AGENCY- Marin Community Foundation, San Rafael, CA.
PUB DATE- Sep 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Elementary School Students; Elementary Secondary Education; *Interpersonal Competence; Models; *Secondary School Students

This manual describes approaches to initiating conflict resolution programs for kindergarten through 12th grade, details working models, and provides extensive resource information. The guide contains 13 sections. Section 1 discusses why it is important to have a conflict resolution program in the schools. Section 2 presents an overview of conflict resolution programs. Section 3 contains "School Discipline, Corporal Punishment and Alternative Strategies," an excerpt from "The Good Common School: Creating a Vision that Works for All Children," a book published by the National Coalition of Advocates for Students. Section 4 presents "We Can Work It Out," an article from Teacher Magazine (Williams, 1991). Section 5 presents "Peer Pressure Is Used to Mediate Disputes at School," an article which appeared in the New York Times (Dullea, 1987). Section 6, Project PACT: Peers Addressing Conflict Together, presents materials for use in setting up conflict resolution programs in schools. Section 7 presents a model program, Conflict Resolution for Youth. Section 8 focuses on gang mediation; section 9 presents classroom activities for handling conflict; and section 10 focuses on critical thinking skills and handling conflict. Section 11 provides a sample videos, curricula and resources, and Center for Population Options resources. Ten references are annotated in the books and booklets section; 13 in the video section; 10 in the curricula and resources section; and 5 in the section on Center for Population Options resources. (NB)

ED 365 927 CG 025 192

John, Kirk R.
Memory: Issues of Import to School Psychologists.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescent Development; Adolescents; Child Development; Children; *Cognitive Development; Elementary Secondary Education; *Memory; *School Psychologists

This document defines memory as a complex, interactive process that is a prerequisite for all higher learning. Without intact memory skills, a host of disorders may ensue ranging from mild learning problems to disorientation and helplessness (Lezak, 1983). Because of the pervasive and central role memory plays in people's lives, school psychologists should have at the very least a basic understanding of the memory process. In this regard, this paper addresses selected topics from the knowledge base on memory that have relevance for school psychologists. First, an information-processing model of memory is presented and the three separate memory systems through which information is processed are described (sensory memory, short-term memory, and long-term memory). A section on the developmental aspects of memory considers memory development in infants, children and adolescents. Metamemory, or the individual's conscious awareness of his/her own memory capabilities and functions, also is explained in this section. The final major section of the paper focuses on memory and reading. This information is discussed in the context of how it can be applied by school psychologists in their decision-making. (Author/NB)

ED 365 928 CG 025 193

Ramsey, MaryLou
The Clinical Supervision Process.
PUB DATE- 90
NOTE- 19p.; Adapted from: Association for Counselor Education and Supervision. (1987). Handbook for Counseling Supervision. Alexandria, VA: Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A Conceptual Model. The Counseling Psychology, 10 (1), 3-42. Contains some broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Clinical Psychology; *Counselor Training; Graduate Students; Higher Education; *Supervision

This document defines clinical supervision as an intensive, interpersonally-focused, one-to-one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person. Ways in which supervision is similar to, and different from, therapy are explained. The following stages in the clinical supervision educators' attitudes toward parental involvement in literacy education moved from tentative interest to great concern. Literacy methods textbooks, strands of literacy research, school district programs, and government funding both reflected and affected these changing views. Through the 1950s, the topic of parental involvement gained an improved but still quite limited place in reading methods textbooks. Literacy research conducted in the 1960s and 1970s continued to support the development of parent involvement programs and helped steer their direction. Much of the parent involvement related to federally funded school programs was guided by the belief that schools must compensate for poor children's "culturally deprived" backgrounds before literacy learning could take place. The 1980s were a time of increased interest in parent involvement, which appears to be growing even stronger during the 1990s. Current textbooks usually discuss the value of communicating with parents but sometimes provide only limited suggestions. Schools in the 1990s are working toward an improved relationship with families and communities, but connections between schools and families are not easily achieved. (A chart listing the historical trends in family/school relationships is included; contains 87 references.) (RS)

ED 365 946   CS 011 538

Shu, Hua; And Others
Incidental Learning of Word Meanings While Reading: A Chinese and American Cross-Cultural Study. Technical Report No. 593.
PUB DATE- Feb 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese; Comparative Analysis; Cross Cultural Studies; Elementary Education; Elementary School Students; Foreign Countries; Grade 3; Grade 5; *Incidental Learning; Reading Comprehension; Reading Research; Text Structure; *Vocabulary Development; *Word Recognition
IDENTIFIERS- *China; *United States; Words

A study investigated children's natural learning of word meanings while reading. Subjects, 447 American and Chinese children in third and fifth grades, read one of two cross-translated stories and then completed a test on the difficult words in both stories. Results indicated: (1) significant incidental learning of word meanings in both grades in both countries; (2) in each country, incidental word learning appeared on both easy and difficult test questions and among children at all levels of ability; (3) for children from both cultures, the strength of contextual support in the stories and the conceptual difficulty of the words affected learning; and (4) the morphological transparency of words influenced word learning among Chinese fifth graders, but not among American children in either grade. Considering the many differences in language and culture between China and America, the findings suggest that incidental acquisition of word meanings while reading is a universal in written language development. (Thirteen tables of data are included; 57 references and English and Chinese target words from the texts are attached.) (Author/RS)

ED 365 947   CS 011 539

Chapman, Anne, Ed.
Making Sense: Teaching Critical Reading across the Curriculum.

DESCRIPTORS- Affective Behavior; *Classroom Environment;
Classroom Research; Cognitive Processes; *Cultural Context;
Elementary School Students; Grade 5; Grade 6; Intermediate
Grades; Reading Research; *Student Attitudes; *Student
Motivation; *Teacher Behavior
IDENTIFIERS- Interpretive Research

Teachers' responsiveness to and empathic understanding of students' perceptions when they are not motivated are critical in promoting students' ownership of the literacy learning agenda; in helping students with their motivational difficulties; and in establishing classrooms that focus on the enhancement of caring. An interpretive study, conducted in a fifth/sixth-grade whole language classroom, provides insights about students' thoughts, feelings, and actions when not motivated for literacy tasks, and examines students' subjective experiences in three different motivational situations. Forty-eight classroom observations were conducted that included a series of 41 indepth interviews over an 8-month period. Results offer clues about the affective and cognitive processes that enable some students to become engaged in literacy activities and prevent others from beginning them. Findings suggest that a responsive classroom culture that honors students' voices may enhance students' ownership of literacy learning and alleviate feelings of anger, anxiety, alienation, and powerlessness. (Contains 72 references.) (Author/RS)

ED 365 967 CS 011 564

Graves, Michael F.; And Others
Essentials of Classroom Teaching: Elementary Reading Methods.
PUB DATE- 94
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Elementary Education;
Instructional Effectiveness; *Program Development; Reading
Comprehension; *Reading Instruction; *Reading Programs;
*Student Evaluation; *Teaching Methods; Vocabulary Development;
Word Recognition
IDENTIFIERS- Emergent Literacy

Designed to be informative, helpful, and manageable, as well as selective, this book describes reading instruction which has been found to be the most effective for all students. The book presents information shown by research, classroom experience, and common sense to be the most important for setting up and maintaining an effective reading program. Chapters in the book are: (1) Introduction, Overview, and How to Learn from This Book; (2) Learning to Read; (3) Developing a Classroom Reading Program; (4) Emergent Literacy and the Beginnings of Reading Instruction; (5) Strategies for Recognizing Words; (6) Developing Vocabulary; (7) Fostering Comprehension of Specific Selections; (8) Teaching Comprehension Strategies; (9) Classroom Assessment; and (10) A Day in the Fourth-Grade Classroom. (RS)

ED 365 968 CS 011 565

Meyer, Richard J.
Texts, Contexts, and Growth: Activity in a Community.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National
Reading Conference (43rd, Charleston, SC, December 1-4, 1993).

Education; Reader Response; Readers Theater; Secondary Education; *Teacher Role; *Writing Instruction
IDENTIFIERS- Professional Concerns

These four issues of the English Leadership Quarterly represent those published during 1993. Articles in number 1 deal with parent involvement and participation, and include: "Opening the Doors to Open House" (Jolene A. Borgese); "Parent/Teacher Conferences: Avoiding the Collision Course" (Robert Perrin); "Expanding Human Resources: Trained Volunteers in the Writing Center" (Susan Benjamin); "Involving Parents" (Ruben Friedman); "Three Areas of Parental Concern: A Letter to the Superintendent" (David Roberts); "Partnership Planning: An Alternative Model" (William J. Gallagher); "The Paperless Class" (Randall E. Smith); and "How to Help Your Child become a Better Writer." Articles in number 2 deal with politics and change and include: "The Voices We Hear, the Pressures We Feel" (Jeff Golub); "Teaching Intentional Errors in Standard English: A Way to 'big smart english'" (Donald A. McAndrew and C. Mark Hurlbert); "Women and E-Mail: Issues of Gender and Technology" (Pamela Takayoshi); "A Pro-Choice Curriculum" (Carol Jago); and "'Macbeth' and Sense of Self" (Terrie St. Michel). Articles in number 3 concern teachers' professional role and include: "Tale One: Writing with a Writing Workshop" (Wendy Bishop); "Tale Two: Teacher Writing with a First-Year Writing Class" (Sandra Gail Teichmann); "Reaching Parents through Local Newspapers" (Carol Jago); "Struck by Lightning, Twice" (Jan Morgenstern); and "Journal Writing and Active Learning in College Art Classes" (William Murdick). Articles in number 4 concern a love of literature and include: "Reading Literature and Making Meaning" (Lee Williams); "Integrated Teaching: A Common Ground among Literature, Science, Mathematics, and Social Studies" (M. P. Cavanaugh); "By Heart: A Case for Memorization" (Carol Jago); "Contemporary Literature, Heterogeneous Style" (Eileen Oliver); "Integrating Personal and Literary Response" (Rick Chambers); "The Book or the Movie?" (Janine Rider); "Turning Short Stories into Readers' Theater" (Gerald Grunska); and "The Day the Textbook Evaluators Came to Town" (Beverly Haley). (RS)

ED 365 989 CS 214 165

Jenkinson, Edward
Writing Assignments, Journals, and Student Privacy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Censorship; Elementary Secondary Education; *Journal Writing; *Parent Attitudes; *Privacy; *Student Rights; Textbook Evaluation; *Writing Assignments
IDENTIFIERS- ERIC Digests; Hatch Amendment; *Personal Writing

Nine years ago, many parents protesting the Protection of Pupil Rights Amendment (commonly referred to as the Hatch Amendment) accused the schools of invading student privacy in sex and drug education classes, in counseling sessions, and in English classes. Some parents testifying at hearings conducted by the United States Department of Education also rejected student journal writing and any speaking or writing assignments that called for the revelation of personal experiences. It is appropriate for teachers to remind students that effective writing often includes personal experience and concrete

Formula X: The Search for the Equitable Sweepstakes Tabulation Methodology.
PUB DATE- 18 Nov 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *College Students; *Debate; *Evaluation Methods; Higher Education; *Models; *Speech Curriculum; *Student Evaluation
IDENTIFIERS- *Debate Tournaments; Missouri

Perhaps one of the greatest challenges facing tournament directors wishing to provide a balance between individual events and debate is an equitable overall sweepstakes formula. One such formula, modified from a methodology initially developed in response to a need at the Missouri Association of Forensic Activities (MAFA) intercollegiate tournament, is based on a percentage system. The formula is constructed on five main premises: quick tabulation; recognition of squad achievement; attempt at equity within debate as well as within individual events; equitable weighting between debate and individual events; and "maximum entry possible" as a reasonable goal. The formula was applied to a moderately-sized regional-draw invitational tournament. In terms of overall sweepstakes, this particular tournament had no changes in the final rankings of its competing squads after re-tabulation using the modified MAFA formula, although a few changes occurred in individual events rankings. Whether or not this particular formula is worthy of wide-spread use remains to be seen; however, those who have used the methodology believe that it is a progressive step in the right direction. The methodology for scoring and the complete retabulation data (presented in numerous unnumbered tables) are included. (RS)

ED 366 009 CS 508 415

Hillmer, Barbara Hoehn; Violanti, Michelle T.
"Kiss Dagwood Bumstead Goodbye": A Communication Perspective on Downsizing.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Employment Practices; Higher Education; *Job Layoff; Literature Reviews; *Organizational Climate; *Organizational Communication; Personnel Policy; *Research Needs; Retrenchment
IDENTIFIERS- Job Loss; Organizational Culture; Research Suggestions

Although business organizations consider the financial and strategic implications of "downsizing" (a euphemism for what used to be called "layoffs"), they often neglect to consider

Contextual Approach.
PUB DATE- Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Apprehension; Communication Problems; *Communication Research; *Context Effect; Higher Education; Literature Reviews; *Nonverbal Communication; *Research Methodology; Research Needs; *Speech Communication
IDENTIFIERS- Communication Context

This paper reviews the existing body of research on the relationship between communication apprehension (CA) and nonverbal behavior. The strengths and limitations of three different approaches are considered. Contextual approaches are studies of CA and nonverbal behavior in which the primary focus is on communicative context (public speaking, small groups, dyadic). Functional approaches examine the ways in which nonverbal signals combine to serve important communicative goals (expressing emotion, engaging in deception, managing conversations). Functional-contextual approaches focus on the dynamic interplay of function and context--both are integral features in theories and models of nonverbal communication. In the latter approach, CA is often studied as an important mediating variable. The paper concludes with several suggestions for future directions in the study of communication anxiety and nonverbal behavior. (Contains 31 references.) (Author/RS)

ED 366 029 CS 508 436

Posner, Jeanne
Beyond Sharing and Caring: Theoretical Biases in Interpersonal Textbooks.
PUB DATE- 18 Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Interpersonal Communication; Introductory Courses; Mass Media Role; Social Cognition; *Textbook Bias; *Textbook Content; *Textbooks
IDENTIFIERS- Communication Patterns; *Educational Issues

Psychological theories continue to dominate the study of interpersonal communication, as is evident from dozens of introductory interpersonal communication textbooks. The perspectives most consistently missing from interpersonal textbooks are sociopolitical analyses of relational communication patterns, analyses that locate relational "problems" and "control" in society, rather than in the individual. The exclusion of critical perspectives may result from the discourse and audience of introductory textbooks as well. The voices of radical theorists are difficult to translate into the "polite" and "neutral" vocabulary and tone that characterizes textbook writing. The introductory textbook is a mass medium written to appeal to the majority of the assumed audience--that is, white, middle income, heterosexual students. Given the authority students often assign to

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Change; *Change Strategies; *Church Role; *Cost Effectiveness; Costs; Educational Change; Elementary Secondary Education; Foreign Countries; Organizational Change; *Program Evaluation; *Program Improvement; *School Restructuring
IDENTIFIERS- *Newfoundland

A summary of an inquiry into the educational system of Newfoundland (Canada) presents the model for change designed by the Royal Commission of Inquiry, and the process used by the commission to obtain information. Public opinion on denominational education is examined, and costs of denominational schooling are explored. The commission sought to examine the system in the context of what the students of Newfoundland need and the resources which must be found to meet that need. The commission's 211 recommendations are designed to increase educational achievement, to render the education system more efficient, to involve parents in a meaningful way in their children's education, to provide more flexibility to boards and to schools, to allow access to governance for those now excluded, to increase cooperation among youth-serving agencies, to forge more productive relationships between the education system and other social institutions, and to establish an education system which is accountable at all levels and committed to self-improvement. (KDP)

ED 366 049 EA 025 503

Our Children Our Future. The Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, Secondary Education. Full Report .
PUB DATE- Mar 92
NOTE- 539p.; For summary report, see EA 025 502; for commissioned studies, see EA 025 50
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; *Change Strategies; *Church Role; *Cost Effectiveness; *Costs; Educational Change; Elementary Secondary Education; Foreign Countries; Organizational Change; *Program Evaluation; *Program Improvement
IDENTIFIERS- *Newfoundland

The Royal Commission of Inquiry's report on the Newfoundland (Canada) education system proposes a number of major changes. Among these are publicly elected school boards funded on the basis of need, teachers employed on professional merit, church involvement at the provincial and school levels, and appropriate religious education programs for all school students. In response to the commission's request for public participation, a total of 1,041 written and oral presentations, representing 3,677 individuals and 384 groups and organizations, were received along with 128 petitions containing 8,787 signatures. A random sample of 1,001 individuals were interviewed by telephone on issues relating to denominational education. This final report is divided into six parts: (1) Introduction; (2) Perspectives on Education; (3) The Denominational School System; (4) Costs and Consequences; (5) A Model for Change; and (6) Elements of Change. Dispersed throughout the chapters are 39 tables and 36 figures, with notes following the chapters. Included in the appendices are a statement by the commission's legal counsel; a list of submitters, public hearings, visitations, and consultations; a receive it. Finally, the findings indicate that building-level administrators played a major role in realizing the expectations of Tennessee's state-mandated evaluation system. (LMI)

ED 366 068 EA 025 568

Scriber, Charles R.
Perceptions of Principals toward Educational Vouchers.
PUB DATE- Nov 93
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Educational Vouchers; Elementary Secondary Education; *Principals; *Private Schools; *Public Schools; School Choice

This paper presents findings of a study that examined the perceptions of public- and private-school principals toward educational vouchers. A survey of 500 principals (416 from public schools and 84 from private schools) in 5 southeastern states (Alabama, Florida, Georgia, Louisiana, and Mississippi) elicited a composite response rate of 52 percent (210 public schools, 84 private schools). Thirty percent of the public-school principals and 90 percent of the private-school principals supported educational vouchers. White principals believed that vouchers would have a strong negative effect on schools; black principals said that the effect would be slightly negative. The independent variables of type of K-12 school attended, years of administrative experience, education level, race, and gender had no significant effects on principals' perceptions of vouchers. The degree to which principals supported vouchers appears to be directly related to how they believe it will affect their schools or jobs. Their attitudes may be rooted in financial and personal reasons, rather than in consideration of the effects on education. Sixteen tables are included. (LMI)

ED 366 069 EA 025 570

Kahn, Steven P.
Understanding What Is in Your Insurance Policies.
PUB DATE- Nov 93
NOTE- 67p.; Paper presented at the Annual Meeting of the Association of School Business Officials International (Boston, MA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Contracts; Crime; Educational Finance; Elementary Secondary Education; *Indemnity Bonds; *Insurance; Legal Problems; *Legal Responsibility; *Risk; *School Administration; School Security

This document outlines the various types of insurance policies and their functions to help school administrators improve their management of risk. Eight exhibits highlight information on the

Pacific children and educators in American Samoa, Commonwealth of the Northern Mariana Island, Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. PREL assists education, government, community agencies, business, and labor to maintain cultural literacy and improve quality and equality in educational programs and processes by helping schools to improve educational outcomes for children, youth, and adults. The individuals included in this directory are employed by a Pacific department of education, private school, institution of higher education, or PREL. A total of 78 trainers are listed with their addresses, educational degrees, personal statement, where they are able to conduct training, and the topics of their training activities. In addition to the trainers listed in the main body of the directory, 17 organizations that provide training services to Pacific educators are listed. National Diffusion Network programs and trainers that are included in the directory are also listed in a separate page. An alphabetical index is appended. (MLF)

ED 366 090   EA 025 594

Wendel, Frederick C., Ed.
Issues of Professional Preparation and Practice. UCEA Monograph Series.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Administrator Role; Decision Making; Elementary Secondary Education; Higher Education; Occupational Information; Public Schools; State Government; *Superintendents; Women Administrators
IDENTIFIERS- *New Mexico

This report includes three papers on longstanding questions in educational administration. In chapter 1, "The New Realities: The Social and Economic Context of Administrator Preparation," Thomas A. Mulkeen outlines the changes that have immediate impact for public education and preparation programs. A shift in the U.S. economy from an industrial base to a knowledge and information base, a rapidly changing and impermanent economy, decentralization, and people-oriented institutions will require changes in public education. In chapter 2, "The Politics of State Educational Policymaking: Usefulness of the Kingdon Model," Susan Tanner Holderness examines educational policymaking in New Mexico and analyzes why policymakers act on some issues and not others. Certain factors contributed to politicization of the state's controversial standards for its gifted program. In chapter 3, "Coping in the Superintendency: Gender-Related Perspectives," Jane C. Lindle, Linda DeMarco Miller, and Joseph F. Lagana examine the coping strategies of male and female superintendents responding to job pressures. Interviews with 30 superintendents in Pennsylvania public school districts found that men tend to relate stress in their positions with politics, and women equate it with their gender. (Contains 86 references.) (JPT)

ED 366 091   EA 025 595

Wendel, Frederick C., Ed.
Enhancing the Knowledge Base in Educational Administration. UCEA Monograph Series.

(141)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; Parent Attitudes; Quarter System; *School Schedules; Trimester System; Vacation Programs; *Year Round Schools

This publication examines year-round education (YRE) and answers questions commonly asked by parents. Chapter 1 provides a description and historical overview of YRE and outlines various single- and multi-track school calendars. Chapter 2 addresses common parental concerns about YRE, including: the difficulty of changing the traditional school; the effects of YRE on the family; the learning schedule; student retention of information; effects on achievement; child care; same-family children on different schedules; intersession; changes in summer and extracurricular activities; activities for children during off-track periods; registration difficulties in a multi-track school; the effects of secondary YRE on students' jobs; teacher and administrator adjustments; efficient use of buildings; and the effect of YRE on the community. Three figures and a list of ideas for year-round activities are included. (LMI)

ED 366 112 EA 025 631

Wyatt, Tim
Outcomes from Quality Assurance School Reviews: Their Use in System Planning and Decision-Making.
PUB DATE- Jan 94
NOTE- 32p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Input Output Analysis; Outcomes of Education
IDENTIFIERS- *Australia (New South Wales)

This paper discusses the rationale behind information-based approaches to school and systemic improvement and identifies some alternatives to the quality assurance model used in New South Wales (Australia). It outlines the structures established for identifying and reporting issues and trends on a systemic basis and discusses some of the implications for the educational system in light of an analysis conducted in the first year of the quality assurance programs. The New South Wales Quality Assurance Model unites two functions of the school system--school development and accountability. The 1993 review report, which analyzed 70 individual school reviews, obtained data from interviews with 1,870 staff, 3,531 students, 2,335 parents, 122 community members, and almost 300 classroom observations. Findings indicate that, overall, schools set high standards of care for the communities they serve. However, the review suggests a need for development in several areas: the provision of system-wide resource allocation; improvement of participative decision making; improvement of student welfare programs; and development of a statewide assessment policy. (LMI)

ED 366 113 EA 025 633

Matters, Pamela N.

Access: Language in Deaf Education. Proceedings of a Seminar Concerning "Unlocking the Curriculum: Principles for Achieving Access in Deaf Education" (Washington, D.C., February 21, 1989). Occasional Paper 90-1.
PUB DATE- Apr 90
NOTE- 50p.; For the paper, "Unlocking the Curriculum: Principles for Achieving Access in Deaf Education," see ED 316 978.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Access to Education; *American Sign Language; *Classroom Communication; *Deafness; *Educational Principles; Elementary Secondary Education; Mainstreaming; Opinions; Sign Language; Teaching Methods

This seminar proceedings document offers a summary of the views articulated in a paper by Robert E. Johnson and others titled "Unlocking the Curriculum: Principles for Achieving Access in Deaf Education." The paper's contention was that deaf students' low average academic achievement levels are not results of learning deficits inherently associated with deafness but of problems in the communication practices of the students' teachers. The paper listed 12 principles to guide deaf education, all of which center around the view that instruction of deaf children should be conducted in a natural sign language (basically American Sign Language). Five panel members then respond to the paper, including David M. Denton, Gerilee Gustason, Carol Padden, David S. Martin, and Roberta Thomas. Responses address such issues as the use of Total Communication, Signing Exact English, mainstreaming, teachers' signing skills, and low expectations for students with deafness. Questions from the audience are then presented, with answers from the panel. (JDD)

ED 366 132 EC 302 726

Small, Michael F.
A Guide for Bereavement Support.
PUB DATE- 91
NOTE- 20p.; Paper presented at the Council for Exceptional Children Conference on At Risk Children (New Orleans, LA, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Death; Elementary Secondary Education; *Emotional Adjustment; *Grief; *Severe Disabilities; Special Education Teachers; Staff Development; Teacher Response; *Teacher Student Relationship

Recent medical and surgical advances as well as court decisions have led to special education programs serving a growing number of students with extreme medical and educational needs. Particularly close bonding between the special education teacher and student with severe disabilities can occur, as the teacher provides so many services and works with the same child year after year. As student death is a real possibility, teachers need to receive training in how to respond to death. This paper discusses specific activities identified by teachers, parents, and school administrators as helpful in easing grief. Specific guidelines are offered for dealing with such a death, based on Frederick County (Maryland) guidelines for crisis intervention. These include immediate procedural

Trends were identified in the certification of special education teachers, including more noncategorical or less categorical certificates, more attention to specific teacher competencies, multiple routes to initial certification, and provision for emergency certification. Shortages of special education and related services personnel were identified, as were barriers to accurate monitoring of supply and demand. CSPD involvement in recruitment and monitoring of supply and demand prior to the implementation of the 1992 regulations was also described. Finally, areas where collaboration is needed among state education agencies, local education agencies, and institutions of higher education personnel were identified. Eight major conclusions and associated recommendations are offered. Appendices include both parts of the survey and the text of the 1992 federal regulations. (Contains 26 references.) (DB)

ED 366 151 EC 302 746

Education Reform: A Step Forward or a Step Backward for Students with Learning Disabilities. Proceedings of a Symposium (Atlanta, Georgia, March 7-8, 1992).
PUB DATE- Mar 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Role; Boards of Education; *Educational Change; Educational Needs; *Educational Policy; Educational Trends; Elementary Secondary Education; *Learning Disabilities; Regular and Special Education Relationship; Teacher Education; Trend Analysis
IDENTIFIERS- Regular Education Inservice Initiative

This proceedings document includes 11 papers presented at a 1992 symposium on the impact of current educational reform initiatives on students with learning disabilities. Preceding the papers is a summary of the outcomes of the symposium, which are enumerated in terms of questions generated, commonalities, unresolved topics, and next steps. Papers have the following titles and authors: "Education Reform: The Future Is a Continuation of Times Past" (Judith Schrag); "Education Reform: A Step Forward or a Step Backward for Individuals with Learning Disabilities" (La Nelle S. Gallagher); "Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform" (Roy Martin); "Education Reform, Communication, and Learning Disabilities" (Diane Paul-Brown); "Statement on the Implications of Educational Reform on Individuals with Learning Disabilities" (Jean Lokerson); "School Reform Must Be a Step Forward for Students with Learning Disabilities" (Steve Kukic); "Difference--A Focus of Reform in Education" (William Ellis); "The School as a Quality Organization for All Students" (Jeffrey Schneider); "The School Board's Role in Educating Children with Special Needs" (Delores G. McGhee); "The Role of Teacher Education in the Educational Reform Movement" (Rosemary F. Bowler); and "The Special/Regular Education Integration Initiative for Students with Specific Learning Disabilities: Preliminary Findings from a Current Investigation of Program Change" (Cherry K. Houck). Some papers include references. (DB)

ED 366 152 EC 302 755

Guindon, Jerry
Enhancing the Self-Concept and Self-Esteem of Upper Elementary Grade Students with Learning Disabilities through Counseling,

disabilities. Concerning state and national testing, the paper reports that most states use large scale assessments and do not include students with disabilities, and when students with disabilities are included, their data often are not reported. In each area, the paper describes efforts being made to address concerns and additional actions that can be taken to improve services. (JDD)

ED 366 169 EC 302 773

McGrew, Kevin; And Others
The Identification of People with Disabilities in National Databases: A Failure to Communicate. Technical Report 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 93
NOTE- 29p.; For other reports in this series, see EC 302 768-772.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Clinical Diagnosis; Databases; *Data Collection; *Disabilities; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; Federal Government; National Programs; Policy Formation; *Public Policy; *Student Characteristics

This research analyzes similarities and differences in how students with disabilities are identified in national databases, through examination of 19 national data collection programs in the U.S. Departments of Education, Commerce, Justice, and Health and Human Services, as well as databases from the National Science Foundation. The study found that significant variability was evident in the disability categories used both within and across the national data collection programs. The variability was found in the use of terms that corresponded to the federal categories of seriously emotionally disturbed, hard of hearing, deaf, visually handicapped, orthopedically impaired, and other health impaired. The disability category for which there was the greatest similarity of terms across the largest number of data collection programs was speech impaired. Suggestions are provided for improving disability identification in collecting and reporting policy-relevant information. Appendixes provide tables indicating correspondence among federal disability categories and categories used in national data collection programs, and outlines examples of new variables to be considered to better describe those individuals who are included or excluded in data collection programs. (Contains 13 references.) (JDD)

ED 366 170 EC 302 774

Ysseldyke, James; Martha Thurlow
Developing a Model of Educational Outcomes.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 93
NOTE- 7p.; For related documents, see EC 302 768-775.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Evaluation Methods; Formative Evaluation; Grade 12; High Schools; Models; *Outcomes of Education; *Student Educational Objectives; *Student Evaluation; Summative Evaluation

as longer than lessons and shorter than a course, and it is suggested that in a content-based approach, the module constitutes the basic unit of study. Content-based modules are seen as useful for: experimenting with minimal changes in existing courses; focusing more intensively on process-methodologies; adapting instruction to communicative performance testing methods; and packaging coursework for specialized vocabulary, as in English for Special Purposes (ESP). Students appear to like content-based language learning modules, and the method allows for considerable instructional flexibility. Modules, which can be either general or context-specific, are comprised of specific elements, including: starters, motivators, or probes to establish what schema learners bring to the topic and possible directions; a minimum of two inputs; treatment(s); synthesis; output task; and evaluation. Other common elements can be incorporated, including brainstorming, language focus, learner awareness training, independent investigation, and critical analysis. ESP modules contain many of the same design characteristics as general modules, but with input and output phases reflecting the area of specialization. (MSE)

ED 366 189 FL 021 747

Fahmy, Jane Jackson; Bilton, Linda
Listening and Note-Taking in Higher Education.
PUB DATE- 90
NOTE- 22p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Science; *English (Second Language); *English for Academic Purposes; English for Special Purposes; Foreign Countries; Geology; Higher Education; *Lecture Method; *Listening Comprehension; *Notetaking; Science Instruction; Second Language Instruction; Second Language Learning; Vocabulary Development
IDENTIFIERS- *Oman

A study at Sultan Qaboos University in Oman investigated the listening comprehension problems of students who were non-native speakers of English (NNS), in lectures by native English-speaking professors. Two professors with no previous experience in teaching non-native speakers introduced geology in 4 weeks of lectures. Instances of vocabulary elaboration in the lectures were analyzed, including all uses of special terminology or expressions that the teachers in some way qualified, explained, questioned, repeated, paraphrased, or expanded on; analogies were included. For each elaboration, occurrence of these features was recorded: type and complexity of elaboration; discourse markers; speed and stress; overt signals of importance; type of explanation; and technicality of terms used. This information was analyzed for patterns of teacher language use and individual differences between teachers. Some elaborations were very complex, with further elaborations embedded in them. Student notes on one topic were then examined for insight into the lecturer's method of explaining and the way students recorded the information. Results indicate students were unaware of many lecturer cues signaling key base words, and had difficulty extracting them from the ongoing discourse. Notes showed poor organization. Suggestions are made for improving NNS students' listening and note-taking skills. (MSE)

Mathematics Education; *Student Evaluation
IDENTIFIERS- Hong Kong

This paper explores the nature of content and language across the curriculum in relation to the Targets and Target-Related Assessment (TTRA) initiative. The TTRA is an assessment initiative designed to improve the quality of individual learning from Primary 1 to Secondary 5 in Chinese, English, and Mathematics in Hong Kong. A picture of content and language that is cross-curricular and subject-specific is offered. It is one in which context and language are interrelated. It depicts learning as the construction and elaboration of frameworks of conceptual and procedural knowledge and related frameworks of language through inquiring, thinking, problem-solving, communicating, and valuing. It depicts progress as the construction and elaboration of frameworks as a result of actively engaging in challenging uses of knowledge that are purposeful and contextualized and involve processes of thinking and doing which lead to products. Implications of the view of learning and language embodied in the TTRA framework impact students, teachers, principals, and the education system. (Contains 18 references.) (JP)

ED 366 211   FL 021 828

Elder, Catherine
Assessing the Language Proficiency of Second Language Teachers: An LSP Approach to Test Design.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the SEAMEO Regional Language Center Regional Seminar (Singapore, April 19-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Communicative Competence (Languages); Foreign Countries; Italian; *Language Proficiency; *Languages for Special Purposes; *Language Teachers; Second Language Instruction; Standards; Teacher Education; *Test Construction

This paper describes a language-for-specific-purposes test development project designed to assess both general language proficiency and classroom communicative competence for the purpose of accrediting teachers of Italian as a second/foreign language. A rationale for test design is presented that draws in a review of the second language acquisition literature on teacher input and an analysis of teacher language behavior in foreign language classrooms where Italian is both medium and object of instruction. The nature of test tasks on the speaking component of the test is outlined. Eighteen language teacher experts were surveyed after they had viewed and rated 50 videotaped samples of trial test performance. This feedback provided overall support for the teacher-specific orientation of the test, but some informants expressed concern about the authenticity of particular tasks with respect to real world communication and about the validity of assessing the "teacherliness" of performance in the test environment. (Contains 36 references.) (AA)

ED 366 212   FL 021 829

Lemke, Laura A.
Foreign Language Enrollment and the Attrition Rates in the Grand Blanc Community Schools.

Research in the United States" (Charles A. Fergurson, Thom Huebner); "Empirical Foreign Language Research in Europe" (Theo van Els, Kees de Bot, Bert Weltens); "Introduction to the Section Measurement and Research Design" (Ralph B. Ginsberg); "Focus on Form: A Design Feature in Language Teaching Methodology" (Michael H. Long); "Pros, Cons, and Limits to Quantitative Approaches in Foreign Language Acquisition Research" (W. E. Lambert); "Ask a Stupid Questions...:Testing Language Proficiency in the Context of Research Studies" (Christine Klein-Braley); "Item Response Theory and Reduced Redundancy Techniques: Some Notes on Recent Developments in Language Testing" (Mats Oscarson); "Introduction to the Section on Teaching Environments" (Kees de Bot); "Research on Language Teaching Methodologies: A Review of the Past and an Agenda for the Future" (Diane Larsen-Freeman); "Problems in Defining Instructional Methodologies" (Christopher Brumfit); "Evaluation of Foreign Language Teaching Projects and Programmes" (Rosamond Mitchell); "The Characterization of Teaching and Learning Environments: Problems and Perspectives" (Dick Allwright); "Introduction to the Section Learning Environments" (Claire Kramsch); "Some Ins and Outs of Foreign Language Classroom Research" (Willis J. Edmondson); "Linguistic Theory and Foreign Language Learning Environments" (Suzanne Flynn); "Culture in Language Learning: A View from the United States" (Claire Kramsch); and "Implications of Intelligent Tutoring Systems for Research and Practice in Foreign Language Learning" (Ralph B. Ginsberg). (MSE)

ED 366 231   FL 021 866

Limited English Proficiency: A Growing and Costly Educational Challenge Facing Many School Districts. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Jan 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Educational Assessment; *Educational Needs; *Educational Strategies; Elementary Secondary Education; English (Second Language); *Federal Programs; *Limited English Speaking; National Surveys; Needs Assessment; Program Descriptions; Program Effectiveness; Second Language Instruction; *Student Characteristics; Teaching Methods
IDENTIFIERS- Site Visits

In preparation for reauthorization of federal elementary and secondary education programs, a study was undertaken to determine how schools are educating the growing limited-English-proficient (LEP) population. Issues studied include: (1) characteristics of this population, nationally and in selected districts, and the challenges faced by school districts in educating them; (2) the ways that districts with linguistically diverse LEP students address the challenges; (3) promising approaches to use when linguistic diversity makes native language instruction difficult; and (4) the extent to which federal programs targeting this population provide the kinds of support districts need to implement programs. The report of the study, presented here, consists of a letter summarizing the findings and a number of appendixes. Appended materials include brief descriptions of educational strategies for instructing LEP students; a list of language spoken by LEP students in five districts to which site visits were made in 1991-92; comments on the study from the U.S. Department of Education; more include a "surcharge" fee established in 1992 in calculating the tuition waived. Total amount waived by Washington and Oregon under terms of the 1993-94 agreement are relatively balanced. Relative balance also continues between Washington and Idaho in amounts waived. British Columbia participation in numbers of Washington students served is expected to be in balance with numbers of British Columbia students served in Washington. Separate sections discuss in detail the individual agreements with Idaho, British Columbia, and Oregon. An appendix shows participation rates for all reciprocity agreements since 1987-88. (JB)

ED 366 249 HE 027 091

Financial Aid Handbook: How To Begin. The Washington State Guide to Financial Aid for Higher Education.
PUB DATE- Aug 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Applicants; College Bound Students; *College Students; Federal Programs; *Financial Aid Applicants; Grants; Higher Education; Need Analysis (Student Financial Aid); Paying for College; Scholarship Funds; Scholarships; State Aid; *Student Financial Aid; Student Loan Programs; Student Needs; Tuition; Work Study Programs
IDENTIFIERS- *Washington; Washington Work Study Program

This handbook on obtaining college financial aid for students in the state of Washington offers step-by-step instructions for applying for aid and a reference guide to state, federal, and institutional types of aid available. A first section describes how to begin and introduces the book. A following section details the general considerations in determining financial need: cost of education, financial need, and calculating financial aid. The next section briefly discusses applying for assistance. There follows an application checklist of tasks in an order for completion with some explanation of each task. The next section briefly defines the state financial aid programs: the Need Grant Program (for needy and disadvantaged residents), the Work-Study program, the Scholars Program, the Conditional Scholarships/Loan programs, the Exchange Programs, and a Tuition Waiver Program. More detailed descriptions of each program appear in the following section. The next section describes federal aid programs including Pell Grants, Supplemental Educational Opportunity Grants, the College Work Study Program, the Perkins Loan Program, a teachers scholarship program, and Stafford loans. The following section explains that some institutions have their own aid programs. The final three sections explain common acronyms; provide a vocabulary list; and list participating public colleges, universities, and community colleges. The back cover holds two detachable postcards to be used as requests to institutions for financial aid applications. (JB)

ED 366 250 HE 027 092

Cook, Margaret Ann Homer
A Survey of Selected Public Policy-Makers in the Deep South States of Arkansas, Alabama, Louisiana, Mississippi and Tennessee To Identify Their Attitudes and Perceptions of the

IDENTIFIERS- *Further Education Unit (England); *Great Britain; Value Added

The Further Education Unit's (FEU's) current quality projects in Great Britain include Trialling TQM total quality management , Maintaining Quality During Curriculum Change, and value-added work. The FEU value-added project consisted of a survey of 125 technical colleges to discover the extent of value-added activity and a short-term working group set up in response to the survey to develop the value-added work in further education. The survey demonstrated that there is widespread interest in the development of value-added methods and techniques and that, despite some interesting small-scale practice, few colleges had developed systematic ways of capturing the data needed to measure value added. The short-term working group of representatives from five colleges is continuing to work on defining, measuring, and reporting value added. Before undertaking the development work in their own colleges, members have needed to develop a shared understanding of the measurement of value added and the additional difficulties in applying such measures to the further education context. Measuring value added involves a longitudinal analysis of many individual student performances. Measuring value in further education is problematic because students on entry often have more diverse attainments than 16-year-olds and the curriculum includes many different vocational levels. A need clearly exists for resources and staff expertise to undertake development of value-added work in further education. (YLB)

solving); (3) sample company-specific curriculum and lesson, pre- and postassessments, ESOL needs assessment, manager evaluation, and student course evaluation; and (4) articles. The final evaluation report notes that the project exceeded the proposed number of worksites and participants and project objectives in the area of curriculum. (YLB)

ED 365 811   CE 065 435

Corbett, Jenny; Barton, Len
A Struggle for Choice: Students with Special Needs in Transition to Adulthood.
PUB DATE- 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Community Programs; Educational Needs; *Educational Opportunities; Educational Policy; *Education Work Relationship; *Employment Opportunities; Federal Legislation; Foreign Countries; Job Training; Learning Disabilities; Postsecondary Education; Public Policy; Special Education; *Special Needs Students; Supported Employment; *Vocational Education; Young Adults
IDENTIFIERS- Great Britain

This book focuses on the notion of "transition to adulthood" for students with special educational needs, exploring it in terms of class, race, gender, and disability differences and relating it to social, economic, and political influences. Chapter 1 sets the stage, arguing that the special needs area has largely developed in British further education on a charitable basis. Chapter 2 examines the extent to which prevailing notions of "adulthood" individualize and simplify complex issues, presenting an undifferentiated view of young people and the social world in which they live. Chapter 3 focuses upon recent curriculum frameworks designed for students with special educational needs in further education. Chapter 4 examines the experiences of some young people in their quest for training in vocational skills in three areas: the training for employment offered to young people with learning difficulties and disabilities and the extent to which it is an empowering process; ways in which young people are supported in finding and keeping employment; and alternatives to employment and the degree to which they offer choices. Chapter 5 examines how a struggle for choice permeates all aspects of independent living in the community. Chapter 5 considers responding to special educational needs as an integral part of an equal opportunities policy. Chapter 6 examines the complex and constantly changing role of special needs coordinators. Contains 219 references and an index. (YLB)

running. Each unit may contain descriptive material (or scenarios), guidelines, resources, suggestions, charts, tables, and several activities and/or questions for discussion. The purpose of the collective units is to identify issues, provide discussion, and facilitate individual or group deliberations and accomplishments to get the consortium started. Section I on developing an action plan consists of six activities: defining tech prep, four phases of TPAD evolution, steps in planning, assessing the environment, forming the leadership team, and setting goals, measures, and strategies. Section II on getting organized contains seven activities: building the TPAD team, understanding the change process, supporting the TPAD coordinator, engaging and equipping the executive leadership, organizing and equipping the committees, developing a TPAD budget, and producing, presenting, and distributing the plan. The seven activities in Section III on TPAD issues and resources are developing TPAD brochures, TPAD presentations, career clusters, planning for advanced skills in a TPAD program, TPAD bridge program, jump-starting TPAD, and integrating work-based learning into TPAD. A 10-item bibliography is appended. (YLB)

Course Content; Educational Resources; *Entry Workers; Heating; *Job Skills; Postsecondary Education; Refrigeration Mechanics; Repair; Secondary Education; State Curriculum Guides; *State Standards; Student Characteristics; Student Evaluation; Teacher Characteristics; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Florida

The program guide for residential heat and air conditioning courses in Florida identifies primary considerations for the organization, operation, and evaluation of a vocational education program. Following an occupational description for the job title for air-conditioning installer-servicer, window unit, and its Dictionary of Occupational Titles code, the guide contains six sections providing: (1) a description of program content, including a curriculum framework, student performance standards, major concepts, and laboratory activities; (2) program implementation information, such as teacher characteristics, student admission criteria, cooperation education program description, and student organizations; (3) 12 resources listed by performance standards; (4) information on facility design; (5) a list of suggested equipment related to student performance standards; and (6) information on teacher professional development resources and organizations. The attached Career Merit Achievement Plan (Career MAP) for residential heat and air conditioning charts the competencies required for entry into the field of residential heat and air conditioning. It was developed to display the student performance standards required by the local education agencies and to document the level of achievement on student performance standards that individual students demonstrate. (KC)

Education is an applied-performance, competency-based assessment program that provides credentials to skilled adults who have acquired their high-school-level abilities through their life experience. Through the EDP mature adults can do the following: demonstrate their abilities in a series of simulations that parallel job and life situations; be evaluated against established criteria of performance instead of by comparison with others; take responsibility for acquiring instruction through existing community resources; and demonstrate mastery of all the competencies required, including an occupational or specialized skill, without stepping inside a classroom. Outcomes were originally determined through a task force consensus model, through which a group of business, labor, education, and government representatives agreed on life skill competencies. The outcomes have been updated periodically as new competencies have become necessary. Consistency and stability of the ratings are constantly monitored to ensure reliability. The portfolio assessment has been kept cost effective because there is no instructional component, recordkeeping has been streamlined, new instructional programs are not designed, assessments can be delivered at work sites, and raters meet frequently to build consensus. The EDP system has the following characteristics: (1) documents outcomes; (2) includes multiple modes of demonstration; (3) is a high-stakes assessment; (4) contains safeguards; (5) is valid; (6) is reliable; (7) has quality controls; and (8) can be cost effective. (KC)

classroom model to meet the needs of students learning TQM skills as well as other workplace skills. These workplace skills, sometimes called "SCANS competencies and skills," are a set of skills identified by the Secretary of Labor's Commission on Achieving Necessary Skills. They have been determined to be necessary for the workers of today and the future. This module provides the classroom model in a sequential format that shows the teacher what work must be done prior to class, model activities for the first day and week of class, and ongoing responsibilities during the semester. The model is also presented in a format that lists the general ground rules as well as how each of the TQM competencies is addressed. A third format shows the responsibilities of the teacher and the students who are participating in the classroom model. An example is provided of a TQM classroom pilot that was conducted at Temple Junior College. The pilot shows some of the benefits that can be obtained by use of the classroom model described in this module. Handouts and transparency masters are included. (KC)

ED 365 887 CE 065 688

Careers in the Classroom. Activities for Integrating Career Development and Work Readiness into Secondary Curriculum and Career Guidance Programs.
PUB DATE- Jan 93
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; Career Counseling; *Career Education; *Career Guidance; Career Planning; Classroom Techniques; Integrated Curriculum; *Learning Activities; Lesson Plans; Occupational Information; School Guidance; Secondary Education; Self Evaluation (Individuals); State Programs; State Standards; *Teaching Methods; Values Clarification
IDENTIFIERS- *Minnesota; National Career Development Guidelines

This learning activities book is designed as a resource to help school counselors, teachers, and career specialists to integrate career development into programs and curricula. It contains 65 activities organized under 8 curriculum areas: fine arts, science, vocational studies, language arts, physical education, mathematics, social sciences, and counseling. Within each area the activities follow the four major competency areas--knowing self, career exploration, relating education to careers, and high school and beyond. The activities are linked through a matrix to the Minnesota career development and work readiness program outcomes. Activities consist of a title, purpose, materials needed, and procedures. Some activities include checklists, information sheets, and student worksheets. The activities guide also includes a list of 14 resources. (KC) lesson plan for teaching conflict resolution; section 12 focuses on the human rights component of conflict resolution programs; and section 13 lists additional resources. (NB)

ED 365 908 CG 025 172

Chambliss, Catherine; Sheller, Kellianne
The Effects of Differential Timing of Maternal Return to Work.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Children; Childhood Attitudes; College Students; *Employed Parents; Higher Education; *Mothers; *Parent Child Relationship; *Sex Differences; Student Attitudes; *Time

This study examined the relationship between maternal employment and college students' perceptions of the consequences of maternal employment and their own plans for future workplace involvement, as well as the degree to which this varies according to gender. It was hypothesized that the attitudes and preferences of adult children would be dependent upon the age at which the subject's mother returned to, or began to, work outside the home. College student subjects (N=335) completed demographic questionnaires and answered questions concerning their career and family expectations. Subjects also completed the Beliefs about the Consequences of Maternal Employment for Children (BACMEC), the Childhood Appraisal Scale (CAS), and disclosed information about their own mother's work status at each stage of their development (infancy, preschool, childhood, and adolescence). The findings suggest that maternal employment history affected students' perceptions of the costs and benefits associated with having a working mother. Subjects whose mothers did not return to work perceived greater costs associated with maternal employment than did subjects whose mothers immediately returned to work. Daughters tended to view maternal employment as more beneficial and less detrimental to children than did sons. Other findings suggest that the subjects whose mothers were home with them initially and then returned to work formed both a close initial relationship with their mothers, and then with the return to work, the mothers became a positive role model. (NB)

process are outlined: (1) establishing a working relationship; (2) assessing the supervisee's skills; (3) establishing learning goals and a contract for supervision; and (4) selecting interventions and evaluating progress. Ideas are presented to help the supervisor work through each of the four stages. The section on stage 2, assessing the supervisee's skills offers ideas for assessing performance counseling skills, cognitive counseling skills, and the supervisee's developmental level. The section on stage 4, selecting interventions and evaluating progress presents ideas for a number of supervision interventions, including self-reports, self-reports compared to actual sessions, audiotapes and videotapes, microtraining, interpersonal process recall, modeling, role playing, live observation, and live supervision. Evaluation methods described include the portfolio method, the individualized learning program, microcounseling procedures, self-supervision, and supervisor monitoring. Relevant materials for supervision are appended. (NB)

PUB DATE- 93
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Class Activities; *Content Area Reading; *Critical Reading; Critical Thinking; English Instruction; Reading Comprehension; *Reading Strategies; Science Instruction; Secondary Education; Teaching Methods; Test Use
IDENTIFIERS- Content Area Teaching

Based on classroom experience and grounded in current research in reading, learning theory, and cognitive psychology, this book presents practical approaches to helping secondary school students develop the ability to reason with facts and concepts. The book also focuses on inference and implication. The first part of the book explains and describes what critical reading is and how educators can encourage the kind of learning that stimulates critical reading. The second part presents instructional strategies that encourage critical reading and a guide for parents and other adults concerned with how and what students learn. The third part of the book contains specific applications of critical reading strategies written by classroom teachers in the arts, English, science, and history. Chapters in the book are: (1) What Is Critical Reading?; (2) Why Teach Critical Reading across the Curriculum?; (3) Enhancing Critical Reading Skills; (4) Using Tests to Promote as Well as Assess Understanding; (5) Classroom Activities that Encourage Critical Reading; (6) Teaching Strategies across the Curriculum; (7) How Parents and Other Adults Can Promote Critical Reading; (8) Strategies for Critical Reading in the Arts; (9) Strategies for Critical Reading in English; (10) Strategies for Critical Reading in Science; and (11) Strategies for Critical Reading in History. (RS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autobiographies; *Class Activities; Classroom Environment; *Classroom Observation Techniques; Higher Education; *Literacy; *Preservice Teacher Education; *Professional Development; Writing Assignments
IDENTIFIERS- *Discourse Communities

The common thread that runs through the activities in a literacy course for undergraduate preservice teachers is text. One such activity is a literacy autobiography in which students focus on themselves as learners and teachers. Students are treated as professionals and make their own decisions about how they want to present themselves to their colleagues and their friends in the professional community. Among the students interest is broad and intense. Once completed, the literacy autobiographies are read aloud in small groups, discussed, and written about in students' journals. The commonalities and differences cultivate a discussion of readers and writers and how they got that way. Two other activities are professional development groups and "kidwatching." Each group of students reads one of the supplementary texts for the course and develops a presentation of the text for the whole class. To understand kidwatching, the students start by watching each other. A few students come to the center of the classroom and think and talk out loud as they prepare egg foo young using a wok--an elaborate and complex text that the instructor and students struggle to explain to each other. Texts such as these can be viewed as concentric rings which have spaces in them that allow the flow and overflow of learning to occur. (A figure illustrating concentric rings of texts is included; five references, the four required texts for the course, and the 11 supplemental texts for the course are attached.) (RS)

details, but the students should have the option of deciding what is to be shared with the teacher. Long before the hearings on the Hatch Amendment, textbook censors Norma and Mel Gabler found what they charged were invasions of privacy in a variety of textbooks--they objected to questions that call for students' opinions or declarations of values. Charges of invasion of student privacy cannot be dismissed lightly. Teachers, counselors, and administrators must consider carefully the classroom questions, activities, and assignments that call for the revelation of private information about students and/or their families. Guidelines developed by the National Council of Teachers of English suggest that teachers: explain that journals are not diaries but are concerned with the content of courses; do something active and deliberate with what students write; and award points for journals but not grade them. (RS)

ED 365 990   CS 214 166

Wetzel, Keith; Best, Anita, Ed.
Computers and the Writing Process. Teacher's Guide to Organizing and Evaluating Student Writing.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Editing; Elementary Education; Lesson Plans; Portfolios (Background Materials); *Recordkeeping; *Word Processing; Writing for Publication; *Writing Instruction; *Writing Processes; Writing Skills; Writing Strategies
IDENTIFIERS- Writing Contexts

Providing a way to organize and document third- through sixth-grade student writing through the use of writing folders and other organizing aids, this book is for educators who believe that writing and word processing strategies and skills are best taught as students do real writing for a variety of readers. The book includes mini-lessons to introduce writing, word processing, and recordkeeping procedures. Chapters in the book are: (1) Writing, Computers, and Folders; (2) Prewriting and Writing; (3) Revising; (4) Editing; (5) Publishing; and (6) Portfolio Assessment. Forms on which to record writing topics, writing skills and strategies, pieces written by file title and date, and word processing skills and strategies are attached. (RS)

the communication and human resource implications. Not only does downsizing affect the operational aspects of the restructured company, but also the interpersonal dynamics among the surviving organizational members. Generally, the academic literature on the impact of downsizing concentrates on three distinct stages: what to do before, during, and after the layoffs, but again, not on the communication implications of downsizing. The trade literature presents a different perspective on downsizing: it emphasizes downsizing as a process involving communication; it presents a more optimistic view than the academic literature; and it provides prescriptive means for individuals to handle the downsizing process. Given the lack of attention paid to downsizing, future research is warranted. In addition to access, other problems that arise when studying downsizing and its effects on the survivors are: (1) the organization's priority list; (2) the ability to study the entire process; (3) deciding upon what research methods to employ; (4) the financial constraints of the organization; and (5) the organization's culture. Research questions that can provide an initial attempt at addressing the communication implications of downsizing involve: centralization/span of control; formal and informal networks; superior-subordinate relations; feedback; communicating the downsizing process to survivors; socialization; effectiveness; and organizational integration. (Forty-six research questions are included; contains 68 references.) (RS)

information included in textbooks, the possible consequences of the bias may be significant. Consequences for students include: (1) when any perspective is promoted to the exclusion of others, there is a risk of indoctrination rather than education taking place; (2) the psychological bias may encourage the view that any human conflict can be overcome by changing communication style or behavior; and (3) a multitheoretical approach might encourage a more analytical and less personal method of studying interpersonal communication. (Contains 14 references.) (RS)

ED 366 030 CS 508 437

Mandeville, Mary Y.
A Special Section of the Basic Speech Communication Course for Students with Public Speaking Anxiety.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Communication Apprehension; Course Descriptions; Higher Education; Instructional Innovation; *Introductory Courses; *Speech Communication; Student Attitudes; Undergraduate Students
IDENTIFIERS- Oklahoma State University; Student Surveys

Oklahoma State University offered a special section of the basic speech communication course for students with public speaking anxiety. Students enrolled by permission of the instructor, and enrollment was limited to 30 students. The class rapidly filled to its 30-student limit, and a waiting list was maintained. The basic course is hybrid in nature, and an in-house text is used. The special section often started early so that time would be available to address problems and get all the assignments done. Partners were assigned the second week of the course. A caring, supportive classroom atmosphere was soon established. Student evaluations at midterm and at the end of the course were positive. Students completed a variety of survey instruments throughout the semester for research purposes. The project was successful and will be repeated the next school year. (Contains 11 references.) (RS) summary of research activities; the opinion poll questionnaire; and a summary of recommendations proposed by the Commission. (KDP) following topics: the five basic sections of all insurance policies; key property insurance clauses; general liability; school board legal liability; the functions of umbrella coverage; crime insurance (the theft of money and forgery); and fidelity bonds. Attachments include a declarations page, sample property insurance policy, sample general liability policy, sample school board legal liability policy, and an article on the basics of fidelity bonding. (LMI)

ED 366 070 EA 025 571

Cawelti, Gordon
High School Restructuring: A National Study. ERS Report.
PUB DATE- 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Educational Assessment; *Educational Change; Educational Improvement; Educational Technology; *High Schools; Incentives; National Surveys; Participative Decision Making; School Based Management; School Business Relationship; School Community Programs; *School Restructuring

This document presents findings of a nationwide study that examined the extent to which American high schools are implementing various restructuring activities. A survey mailed to principals in all of the nation's 10,365 regionally accredited public and private high schools elicited a 33 percent response rate. Seven indicators of major school restructuring are identified: outcome-based education (OBE); alternative assessment; interdisciplinary teaching; school-based management (SBM); block scheduling; business/industry alliances; and use of modems. Findings indicate a trend toward more participative management and leadership at the school level (one-half of the respondents reported shared school governance). Approximately one-quarter of the schools had established OBE, which provides specific learner outcomes for graduation, and about one-half had developed plans for collaborative social services. However, many schools reported limited use of distance learning, modems, and multimedia systems; comprehensive staff development programs; and monetary personnel incentives. Only seven schools reported general use of all seven indicators of restructuring. In conclusion, the rate of change in the nation's high schools overall is highly variable, but on the whole, the traditional institution remains dominant. A total of 8 figures and 11 tables are included. Appendices outline the 5 major components and the 38 specific elements of restructuring and their definitions and give the demographics of responding schools in tabular form. (LMI)

PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Case Records; Educational Administration; Elementary Secondary Education; Higher Education; *Knowledge Level; *Leadership Training; *Principals; Public Schools

Effective administrator preparation programs and professional practices are important to enhancing principals' knowledge base. In chapter 1 of this report, "Strategies of Organizing Principal Preparation: A Survey of the Danforth Principal Preparation Program," Gerald C. Ubben and Frances C. Fowler discuss their survey of facilitators of the Danforth Foundation's program. The survey found that environmental constraints and resistance to change inhibited administrative power sharing. In chapter 2, "Preparing Principals to Supervise and Lead Change in Schools," Lance V. Wright presents a program to better prepare first-time principals for supervisory tasks and change. In chapter 3, "Preparing for Action: The Integration of Knowledge for Educational Leadership," Gordon A. Donaldson, Jr. and Russell J. Quaglia describe a novel initiative in the University of Maine's educational administration program to develop a laboratory training experience for school-site leaders. In chapter 4, "Case Records: A Means to Enhance the Knowledge Base in Educational Administration," Karen F. Osterman states that the use of case records in educational administration can increase understanding of administrative practices and help link theory with action. In chapter 5, "Early Childhood Reform and the Knowledge Base of Educational Administration," Colleen A. Capper evaluates seven areas of emphasis in the core curriculum for improving school administrator preparation. (Contains 66 references.) (JPT)

Mentoring Partnerships: Key to Leadership Success for Principals and Managers.
PUB DATE- Jan 94
NOTE- 19p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Educational Policy; Elementary Secondary Education; *Interprofessional Relationship; Leadership; *Mentors; *Partnerships in Education; Professional Development; Program Implementation
IDENTIFIERS- Australia (Victoria)

This paper examines formal arrangements to encourage successful mentoring partnerships. It asserts that the most effective way to provide access to a variety of mentoring relationships is through formal programs that have clear goals and outcomes. Four phases of a formal mentoring program include development, consolidation, sponsorship, and redefinition. This paper also describes three mentoring programs established within the last 2 years in Victoria (Australia) for educational managers and school principals: (1) the Eleanor Davis Project, which encourages and helps more women to become school principals; (2) the Principals in School Leadership program, which provides experienced principals with access to business or professional leaders; and (3) the Women in Management Program, which helps women move from middle-level management positions to senior-level public-sector positions. Despite individual differences, each program followed the usual pattern of establishment: establish program rationale and expectations; select a program coordinator; provide adequate financial and personnel resources; develop a program structure coherent with the State Professional Development Plan; clearly document program objectives and processes; implement procedures for monitoring, supervision, and evaluation; and refine procedures. (LMI)

guidelines; responsibilities of the building administrator; availability of crisis team members; the funeral; managing memorial funds; and follow up with students, staff, and community. (Contains 15 references.) (DB)

ED 366 133 EC 302 727

Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year V (1991-1993).
PUB DATE- Jan 93
NOTE- 71p.; For the 1990-1992 report, see ED 359 731.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); *Disabilities; Disability Identification; *Early Intervention; Educational Legislation; *Federal Legislation; Infants; Preschool Education; Program Development; *State Programs; Statewide Planning; Toddlers
IDENTIFIERS- *Colorado; Developmental Delays; Early Identification; *Individuals with Disabilities Education Act Part H

This fifth annual report describes activities of Colorado's Statewide system of services and supports in compliance with Part H of the Individuals with Disabilities Education Act (IDEA). The report notes an increasing emphasis on the following: values-oriented planning with extensive family involvement, interagency coordination, coordinated financing of services, identification and use of natural supports, and development of community based services and supports. Activities are reported by specific legislative requirement, including: (1) state definition of developmental delay; (2) central directory; (3) timetable for serving all eligible children; (4) public awareness program; (5) comprehensive Child Find system; (6) evaluation and assessment; (7) Individualized Family Service Plans; (8) comprehensive system of personnel development; (9) personnel standards; (10) procedural safeguards; (11) supervision and monitoring of programs; (12) responsibilities of lead agency; and (13) data collection. Also covered are sources of support, interagency agreements, and use of Part H Year V funds. Appendices include organizational and activity graphics, a list of current sources of financing, a Colorado interagency memorandum concerning Part H implementation, graphics illustrating the statewide support system and the functions and structure of Part H, and the community application packet. (DB)

Modeling, Reverse-Role Tutoring, and Parent and Teacher Education.
PUB DATE- 4 Aug 93
NOTE- 87p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cross Age Teaching; Elementary School Students; Elementary School Teachers; *Group Counseling; Intermediate Grades; *Learning Disabilities; Parent Attitudes; Peer Acceptance; Program Development; Role Models; *Self Concept; *Self Esteem; Teacher Attitudes; Tutoring

This practicum addressed the self-concept and self-esteem problems of 10 upper elementary grade students with learning disabilities through development, implementation, and evaluation of a group counseling program. The program involved educating students about their learning disabilities as well as using counseling strategies which stressed student strengths and challenged their erroneous belief systems. The students were also given opportunities for reverse-role tutoring (in which students tutored first graders in reading). Role models were developed through the influence of an adult model with learning disabilities and a library project on famous historical figures with learning disabilities. Meetings were held with teachers, parents, and the children's regular education peers to provide information on learning disabilities and enhance the students' acceptance. Results from both standardized self-report measures and informal questionnaires showed that all 10 students demonstrated significant improvements between pretest and posttest in self concept and self-esteem. Reduced levels of anxiety and improved behaviors were also observed. Letters, questionnaires, and forms used during the practicum are appended. (Contains 39 references.)

IDENTIFIERS- Impairment Severity; *National Center on Educational Outcomes

This report describes the process followed by the National Center on Educational Outcomes (NCEO) in developing a comprehensive model of educational outcomes and indicators for all students, including students with disabilities, who are completing school. Stage One involved identifying five alternative models of educational outcomes--an educational model, a sociological model, a political/pragmatic model, a psychological model, and a developmental model--and proposing to develop outcomes and indicators as a function of disability severity and age level of the student. In Stage Two, the terms "outcomes" and "indicators" were defined, a set of assumptions to identify "outcomes indicators" was generated, and the work was reviewed and revised. Stage Three brought about more formal and broad-based review of the proposed model. Stage Four's focus was presentation of a new model which distinguished between "enabling outcomes" and "educational outcomes." In Stage Five, additional review and consensus-building took place, resulting in agreement on and publication of a final list of indicators of school completion outcomes. NCEO's plans for the future are outlined. (JDD)

ED 366 190   FL 021 748

Currie, Pat
Argument and Evaluation in Organizational Behaviour: Student Writing in an Introductory Course.
PUB DATE- 90
NOTE- 18p.; In Sarinee, Anivan, Ed. Language Teaching Methodology for the Nineties. Anthology Series 24; see FL 021 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Case Studies; Discourse Analysis; *English (Second Language); *English for Academic Purposes; Foreign Countries; *Grading; Higher Education; Introductory Courses; *Persuasive Discourse; Second Language Instruction; Student Evaluation; *Writing Skills

A study investigated the effect of discourse style adopted by students on the way in which the assignment was graded. Subjects were three foreign college students, all non-native speakers of English, in an introductory business course. The assignment was a case study of organizational behavior in two competing companies; the students were to predict the winner of a contract, based on information provided. Analysis of the three essays suggests that the argumentation approach taken by each student affected the grade awarded; the grades depended less on their ability to complete the conceptual task than on their ability to construct a rhetorical solution that matched what the evaluator had in mind. Additional training for non-native speakers in the argument and resolution of issues is recommended. (MSE)

PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- French; German; High Schools; High School Students; Junior High Schools; Junior High School Students; *Language Enrollment; Secondary Education; Second Language Learning; Second Language Programs; Spanish; Student Attitudes; *Student Attrition; Student Records; Surveys
IDENTIFIERS- Grand Blanc School District MI

This paper explores enrollment for foreign language programs (FLPs) in French, Spanish, and German using data collected from students in Grades 7 through 12 in the Grand Blanc Community School District (Michigan) for the 1987-88, 1988-89, 1989-90, 1990-91, and 1992-93 school years. Research questions address: (1) enrollment figures, (2) loss rates for each year by language and by level, and (3) reasons students cite for dropping out of FLPs. From stratified attrition lists from the 1990-91 school year, randomly selected students from each language and level were surveyed, and their responses were used to develop student attitude surveys geared toward high school and middle school foreign language students. A search of student records enrolled in foreign language at both the middle and high school level was completed for years 1987-88, 1988-89, 1989-90, 1990-91, and 1991-92. Students were identified either as having continued or dropped out of the program at one of five stages, were sampled within each stage and asked to complete the student attitude survey. Results show that enrollment in foreign language in Grand Blanc at first declined, but increased over the past 2 years. The increase occurred in both the actual number of students and in the percentage of the student population. The highest attrition rates for all three languages occurred after the third level of high school foreign language study, suggesting that students are fulfilling that language requirement in high school and then dropping it as soon as they have. The lowest attrition level occurs after the 8th grade level. For middle school students, the top reason for discontinuing foreign language study was that they had to choose between the foreign language and another class they also wanted. For high school students, the top reason high school students gave was that they were no longer interested in taking it. Students attitude surveys are appended. (Contains 20 references.) (JP)

detailed information on student numbers and characteristics, program designs, promising non-bilingual instructional approaches, and key federal programs; data on the students and programs in the five districts visited; and notes on the scope and methodology of census data analysis. Contains 14 references. (MSE)

ED 366 232 HE 027 073

Zikopoulos, Marianthi, Ed.
Profiles 1991/1992. Detailed Analyses of the Foreign Student Population.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.
PUB DATE- 93
NOTE- 196p.; For a related document, see HE 027 074.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Business Education; *College Students; Computer Science Education; Engineering Education; Enrollment Trends; Foreign Countries; *Foreign Students; *Geographic Regions; *Graduate Students; Higher Education; *Intellectual Disciplines; Mathematics Education; *Student Characteristics; Trend Analysis
IDENTIFIERS- Africans; Asian Students; Europeans; Latin America; Middle East; North America

This publication presents, in narrative and tabular formats, the findings of a 1991-92 survey of foreign students attending institutions of higher education in the United States, including information on nationalities, academic levels, and fields of study. The first of four chapters describes the survey effort and its relation to a sister project which reports aggregate data on foreign students on an institutional basis. Chapter 2 presents the characteristics of subgroups of foreign students grouped by region of origin--Africa, Asia, Europe, Latin America, the Middle East, North America, and Oceania. For each area, this chapter gives data on overall student characteristics, countries of origin, fields of study, academic levels, and gender. Chapter 3 focuses on an analysis of graduate and undergraduate foreign students. Chapter 4 provides data on students by fields of study. For many tables current data are compared with data from previous years. Appendixes provide: (1) information on the survey methodology and technical notes on the data including comparisons to response rates to a sister study called Open Doors; (2) data on the characteristics of foreign students by country of origin; and (3) codes for fields of study, countries by world region and subregion, and a copy of the survey materials. (JB)

Desegregation Process of Higher Education.

PUB DATE- Dec 93

NOTE- 233p.; Ph.D. Dissertation, University of Mississippi.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; Black Colleges; *College Desegregation; College Presidents; Educational Policy; *Higher Education; *Policy Formation; Political Influences; *Public Policy; Racial Relations; Regional Attitudes; State Boards of Education

IDENTIFIERS- Alabama; Arkansas; Louisiana; Mississippi; State Legislators; Tennessee; *United States (Deep South)

This study surveyed the attitudes of public policy makers in higher education from Arkansas, Alabama, Louisiana, Mississippi and Tennessee to find areas for developing fundamental policies for desegregation. A total of 71 surveys were mailed to state higher education executive officers (SHEEOs), legislative chairs of education or of higher education, and presidents of historically white and historically black universities. Data analysis of the 63 returned surveys consisted of general descriptive statistics to report the percent of the population who agreed or disagreed on each component of the 13 statements on the questionnaire. The data also allowed analysis of four subgroups: SHEEOs, legislative chairs, presidents of historically white universities, and presidents of historically black universities. A ranking using combined positive responses showed that the higher percent of positive responses revealed those areas of most agreement. A consensus was defined as 50.1 percent or more of each subgroup responding in the positive or negative. Results found broad agreement on eight areas of desegregation, agreement on five types of events with merit in accomplishing desegregation, agreement that all of four proposed types of events significantly advanced desegregation, and consensus that the groups with the most influence on desegregation are the judicial system, the Federal Office of Civil Rights, and governing boards. Appendixes contain instruments, correspondence, and data. (Contains 33 references.) (JB)

ED 366 251 HE 027 093

Summary of Educational Benefits under the Post-Vietnam Era Veterans' Educational Assistance Program (VEAP) Chapter 32 of Title 38 U.S. Code.
PUB DATE- Apr 93
NOTE- 23p.; For a related pamphlet, see HE 027 094.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; *Federal Aid; Financial Aid Applicants; Financial Support; Higher Education; *Specifications; *Student Financial Aid; Student Loan Programs; *Training Allowances; *Veterans Education; *Vietnam Veterans
IDENTIFIERS- *Veterans Educational Assistance Program

This pamphlet provides a summary of the educational benefits available to Vietnam veterans under Chapter 32 of Title 38 U.S. Code, Public Law 101-237, the Veterans Educational Assistance Program. The pamphlet, in question and answer format, includes information to help in understanding how qualified persons can receive payments under the program, and offers suggestions on where to go to for help and to get more detailed information. Specific areas cover such questions as: eligibility, how long educational assistance is available, how much assistance one can receive, types of training allowed and the restrictions that exist, counseling availability, criteria for continuing financial support, and recipient responsibilities regarding enrollment changes and payment discrepancies. (GLR)

ED 366 252 HE 027 094

Summary of Educational Benefits under the Survivors' and Dependents' Educational Assistance Program, Chapter 35 of Title 38 U.S. Code.
PUB DATE- Mar 93
NOTE- 22p.; For a related pamphlet, see HE 027 093.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dependents; Eligibility; *Federal Aid; Financial Aid Applicants; Financial Support; Higher Education; *Specifications; *Student Financial Aid; Student Loan Programs; *Training Allowances; *Veterans Education
IDENTIFIERS- *Veterans Educational Assistance Program

This pamphlet provides a summary of the educational benefits available to dependents of deceased veterans, or those veterans missing in action or forcibly detained, under Chapter 35 of Title 38 U.S. Code, Public Law 101-237, the Veterans' Educational Assistance Program. The pamphlet, in question and answer format, includes information to help in understanding how qualified persons can receive payments under the program, and offers suggestions on where to go to for help and to get more detailed information. Twenty-five specific questions cover such concerns as eligibility, how long educational assistance is available, how much assistance one can receive, types of training allowed and the restrictions that exist, counseling availability, criteria for continuing financial support, and what responsibilities the recipient has in regard to enrollment changes and payment discrepancies. (GLR)

ED 366 253 HE 027 095

ED 366 272 HE 027 116

Curtin, Jean M.; Chu, Raymond Y.
1992 Salaries: Society Membership Survey. American Institute of Physics Report.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Degrees (Academic); Doctoral Degrees; Geographic Location; Geographic Regions; Higher Education; *Labor Force; *Physics; *Salaries; *Salary Wage Differentials; *Scientists; Sex Differences; Statistical Data; Teacher Salaries
IDENTIFIERS- *American Institute of Physics

This report provides nationwide data on the salaries of members of the American Institute of Physics Member Societies for 1992. The report opens with a discussion of variations in doctorate salaries by geographic location. Data are presented for broad regions of the country, as well as for several states and individual cities. Compensation rates and salary structures in all major sectors of the economy that employ doctorate-level members are also described. The sectors include industry, government, national laboratories and universities. Given that a large percentage of society members are in academic positions, special attention is paid to how salaries vary throughout an academic career. In later sections, compensation patterns among master's and bachelor's degree holders are discussed, focusing primarily on variations by years of experience and employment sector. The final two sections of the report describe differences in doctorate salaries by primary work activity and sex. (JB)

ED 366 273 HE 027 117

Mauch, James E.; And Others
Looking Forward to Uncapping: A Pilot Inquiry into Costs of Faculty Retirement Benefits and Inducements.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Administration; *College Faculty; Cost Effectiveness; Cost Estimates; *Costs; Fringe Benefits; Higher Education; *Retirement Benefits; Teacher Retirement
IDENTIFIERS- Mandatory Retirement

A preliminary investigation was done of the effect of the elimination of mandatory retirement of tenured faculty in higher education and the estimated costs of providing faculty benefits and inducements in a future without mandatory retirement. The study developed a classification system of possible benefit packages including the following: (1) little or no cost benefits might include access to facilities and events and the right to serve on thesis, dissertation, and departmental committees; (2) a benefit package in the middle-cost range might include a campus center for retired faculty, ability to audit courses, and full mailing privileges; and (3) a high-cost benefit package for those continuing to teach or do research might include laboratory and research resources and

ED 366 293 IR 016 487

Woo, Chong W.
A Multi-Level Dynamic Instructional Planner for an Intelligent Physiology Tutoring System.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Apr 92
NOTE- 37p.; Distribution list will not reproduce well due to small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Instructional Development; Medical Students; *Physiology; Problem Solving; *Programmed Tutoring
IDENTIFIERS- *Intelligent Tutoring Systems

This paper describes the design and development of an instructional planner for an intelligent tutoring system for cardiovascular physiology that assists medical students to learn the causal relationships between the parameters of the circulatory system, to understand how a negative feedback system works, and to solve problems involving disturbances to the system. The instructional planner is responsible for deciding what to do at each point during a tutoring session. It integrates opportunistic control with sophisticated instructional planning, combining lesson planning with discourse planning. The lesson planning is organized in three levels: goal generation, determination of planning strategies, and choice of tactics to refine the goal into subgoals. The mixed-initiative discourse planning is implemented using a two-level approach: pedagogical decision making at the upper level and tactical discourse state-based planning at the lower level in its discourse management network. It generates plans dynamically based on the student model, monitors their execution, repairs plans when necessary, and replans when the student asks a question or makes a comment. (Contains 49 references.) (Author)

ED 366 294 IR 016 488

National Collaboratories: Applying Information Technology for Scientific Research.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 116p.; Prepared by the Committee on a National Collaboratory.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; *Information Technology; Molecular Biology; Oceanography; Participative Decision Making; *Scientific Research; Space Sciences
IDENTIFIERS- National Research Council; National Science Foundation

The Committee on a National Collaboratory: Establishing the User-Developer Partnership was charged to study and report on the need for and potential of information technology to support collaboration in the conduct of scientific research. To do this, the committee focused on three discrete areas of scientific investigation: (1) oceanography, in which the difficulty and expense of gathering data and the

ED 366 313 IR 016 509

Wagner, Ellen D.
A Technology Primer for Distance Educators.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communications; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Interactive Video; Models; *Networks; *Teleconferencing; User Needs (Information)

An introduction to instructional technology systems used for distance learning applications is provided, with a compilation of technical information in straightforward terms. Broadcast communications theory is discussed, and several models of communications are considered, including transport mechanics and network facilities. The most prevalent feature of the technology applications associated with distance learning is teleconferencing. The four primary modes of teleconferencing are audioconferences, audiographic teleconferences, computer conferences, and video teleconferences. Interactive distance learning technologies are categorized as narrow-band or broadband systems, both of which are described. The distinctions between analog and digital transmission are identified. Nontechnical users of distance learning systems will benefit from the rudimentary information in this paper. Five charts illustrate models and means of distance education. (Contains seven references.) (SLD)

ED 366 314 IR 016 510

OBN (Open Library Network) Final Report: From Project to Library User.
SPONS. AGENCY- SURF Foundation, Utrecht (Netherlands).
PUB DATE- 92
NOTE- 52p.; OBN = Open Bibliotheek Network.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Delivery Systems; Foreign Countries; *Integrated Library Systems; *Library Automation; Library Catalogs; Library Services; *Networks; *Online Catalogs; Online Searching; Program Implementation; *Technological Advancement; *User Needs (Information)
IDENTIFIERS- Netherlands; *Open Library Network (Netherlands)

The Open Library Network (OBN) is intended to connect national and local university library systems in the Netherlands. OBN integrates existing automated library systems and procedures and brings services like catalog searching and document delivery to the desk of the library user. Project results can be grouped into four categories: (1) the new system; (2) the new online catalog; (3) the national network of online public access catalogs; and (4) the central gateway functions. The project is being carried out by the Pica Center for Library Automation. In the last few years the SURFnet network has provided advanced network infrastructure in the Netherlands. The OBN combines the efforts of the Pica Center with those of SURFnet. With technically advanced network services, the OBN will set the library user in the center of services with seamless access to catalogs and databases. Improvement and introduction of new services are planned, based on user

ED 366 334 IR 016 545

Foster, David, Ed.; Jolly, Deborah V., Ed.
Tel-Ed '93, Global Connections. Conference Proceedings. (Dallas, Texas, November 10-13, 1993).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 361p.; Additional funding provided by Cognitive Training Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; Educational Innovation; Educational Research; *Educational Technology; Educational Trends; Fund Raising; *Global Approach; Information Networks; Instructional Program Divisions; Instructional Systems; Partnerships in Education; Rural Education; *Telecommunications
IDENTIFIERS- Internet

The Tel-Ed '93 conference, "Global Connections," was intended to enable educators, administrators, researchers, and industry representatives to learn of the many new and innovative applications, important research studies, best practices, and national and international policy issues in educational telecommunications. The goal was to assist individuals concerned with the educational applications of telecommunications to use new resources and tools to improve the educational systems of their respective countries and, ultimately, to the benefit of humankind. The topics covered in this proceedings range from the theoretical to the practical, they focus on the primary to the adult learner, and they cross all disciplines. The following major themes are identified in the introduction to the proceedings: (1) New Partnerships; (2) Focus: The School; (3) Funding Sources; (4) Building Global Communities: Insights from Multi-National Projects; (5) Infrastructure in Action--State/District Initiatives; (6) Building Teacher Communities; (7) Perspectives on the Internet; (8) Software Tools and New Models for Interconnectivity; and (9) Telecommunications in Education: Current Practice and Trends. The proceedings are arranged chronologically by the panel, cluster, highlight, and theme sessions offered at the conference. The full text of the papers presented is included. (TMK)

ED 366 335 IR 054 729

Tennant, Roy; And Others
Crossing the Internet Threshold: An Instructional Handbook.
PUB DATE- 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Networks; Electronic Mail; Glossaries; *Information Networks; Instructional Materials; Online Searching; Training; Visual Aids
IDENTIFIERS- File Transfer Protocol; *Internet

This handbook is addressed to people who have access to the Internet and want to learn how to use it and to people who want to teach Internet skills to others. It includes the content of a 14-hour training institute and beginning and advanced level exercises, as well as discussion topics, sample overheads and

ED 366 355 IR 054 837

Lee, Meihua; And Others
Diffusion and Perceived Advantages of CD-ROM, Online Databases, and Print Sources in the Libraries of New York State.
PUB DATE- Oct 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Change Agents; Comparative Analysis; Futures (of Society); Higher Education; *Information Systems; *Information Technology; Leaders; *Librarian Attitudes; Library Surveys; *Online Systems; *Optical Data Disks
IDENTIFIERS- *New York; *Printed Materials

This research examines change agents' and opinion leaders' perceptions of CD-ROMs, online databases, and print sources in the academic library environment. The change agents and opinion leaders are librarians who advocate and influence the purchase decisions regarding computerized information systems. From a survey of librarians' perceived advantages of CD-ROM, online, and print sources and a comparison of the findings to the literature, it is evident that CD-ROM surpasses both online and print sources in terms of cost, ease of use, speed, convenience, compatibility, and testability. CD-ROM may possibly be the most adopted information system in libraries for the future. (Contains 17 references.) (Author)

ED 366 356 IR 054 839

Wright, Kieth
The Challenge of Technology: Action Strategies for the School Library Media Specialist. School Library Media Programs: Focus on Trends and Issues; No. 13.
PUB DATE- 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annotated Bibliographies; Change Strategies; Computer Networks; *Computer Uses in Education; Elementary Secondary Education; Futures (of Society); *Information Technology; Learning Resources Centers; Library Automation; *Library Role; Library Standards; Media Specialists; *School Libraries; *Technological Advancement
IDENTIFIERS- *Vendors

This book describes some of the challenges facing school library media specialists as they work with teachers and administrators in making appropriate use of computers in schools. Five chapters address the following topics: (1) the school in the context of the emerging information society; (2) the roles of school library media specialists in the process of dealing with computer-related technologies in the schools; (3) specific barriers to the integration of these technologies in schools and action strategies to work through these barriers; (4) action strategies for school library media specialists to use with computer-related technologies and sources of help in that process; and (5) the steps in the automation process and how

ED 366 374 JC 940 094

Zeiss, Tony, Ed.
Economic Development: A Viewpoint from Business. Keeping America Working/No. 6.
PUB DATE- 89
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Role; *Community Colleges; Economic Change; Economic Climate; *Economic Development; Economic Factors; Economic Impact; Employment Practices; Labor Turnover; Personnel Selection; Recruitment; Relocation; *School Business Relationship; *Site Selection; *Small Businesses; Two Year Colleges

Designed to broaden community college practitioners' awareness of the needs of business and related opportunities for cooperation, this book describes the training needs of large and small business of all types; discusses the opportunities for two-year colleges to assist businesses in satisfying those needs; and highlights the major interests of business and industry in the site selection process for expansions or relocations. Following introductory sections by Dale Parnell, Jack A. MacAllister, and Tony Zeiss, the following 14 chapters are presented: (1) "Roles of Community, Technical, and Junior Colleges: Positive Image Opportunity," by Tony Zeiss; (2) "Roles of Community, Technical, and Junior Colleges: Customized Training," by Cary Israel; (3) "Business Needs Survey Responses," by Tony Zeiss; (4) "Surviving the Tough Times," by James A. Smith; (5) "Developing a Small Business: Watersmith, Inc.," by Autie McVicker; (6) "Developing a Small Business: Little Chemical Company," by Jeanne Witbeck; (7) "Developing a Small Business: Overcoming the Risk Factors," by David A. King and Donald E. Kelly; (8) "Expanding a Business through Successful Employee Selection," by Jerry W. Moorman and R. B. Ruethain; (9) "Expanding a Business: Oceanarium Products and Design and Hunter Douglas, Inc.," by Mike Burns, Sue Secord, Mel G. Cozzens, and David Braman; (10) "Effective Expansion through Reduced Turnover of Employees," by Mitzi G. Cardenas and Jim Quintero; (11) "Site Selection Survey Responses," by Tony Zeiss; (12) "Selecting a Site," by Robert M. Ady; (13) "Industrial Recruitment Myths and Pitfalls," by Rolf Anderson; and (14) "Parting Conclusions," by Tony Zeiss. (ECC)

ED 366 375 JC 940 095

Weber, James F.
Accountability Report To Assess the Effectiveness of Undergraduate Education at Arapahoe Community College.
PUB DATE- 1 Oct 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Accountability; Adult Education; Community Colleges; *Curriculum Evaluation; Needs Assessment; *Program Improvement; Questionnaires; School Effectiveness; *Student Attitudes; Surveys; Transfer Students; Two Year Colleges; Undergraduate Study; Vocational Education
IDENTIFIERS- *Arapahoe Community College CO

An overview is provided of Arapahoe Community College's (ACC's)

ED 366 392 JC 940 112

Brown, Janet R.; And Others
Developmental Studies Department, Rockland Community College-Board of Cooperative Educational Services Pilot Project, 1990-1991.
PUB DATE- Jul 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Community Colleges; *Competency Based Education; *Developmental Studies Programs; Educational Assessment; Educationally Disadvantaged; English (Second Language); Immigrants; Mathematics Skills; *Minimum Competencies; *Minimum Competency Testing; Program Evaluation; Reading Skills; *Self Evaluation (Groups); Summative Evaluation; Two Year Colleges; Two Year College Students; Writing Skills
IDENTIFIERS- *Rockland Community College NY

The Developmental Studies Department (DSD) at Rockland Community College (RCC), in Suffern, New York, provides courses and services to assist students lacking college-level skills in the areas of reading, writing, mathematics, study skills, and English. An additional pilot project, the RCC/Board of Cooperative Educational Services (BOCES) has provided supplemental education services at a college extension site to a segment of RCC's underserved adult population. Students referred to BOCES are those who are unable to complete written tests, do not qualify for financial aid, and/or applied to RCC late. An evaluation of the DSD and BOCES programs indicated the following: (1) while students in the BOCES program generally showed significant improvement, one area of concern was the lack of a policy on discharging students who do not make progress; (2) all levels of DSD students demonstrated statistically significant growth in reading skills, with students in the highest level course scoring above the RCC proficiency level; (3) writing test results demonstrated that DSD students were in need of basic writing skills instruction and that the instruction did result in improved writing skills; (4) 88% of fall 1990 and 82% of spring 1991 mathematics students had either completed the DSD course with 100% accuracy or made significant progress toward that goal; and (5) in the reading program, students placed at higher levels made significant gains while those who entered at lower levels did not. RCC's competency assessment policy is appended. (MAB)

ED 366 393 JC 940 113

Clagett, Craig A.
No Pain, No Gain: How One College Emerged Stronger from the Fiscal Crisis.
PUB DATE- Nov 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Change Strategies; *Community Colleges; Costs; Early Retirement; Educational Finance; Expenditures; Fees; *Finance Reform; *Financial Exigency; *Financial Needs; Financial Policy; Financial Problems;

ED 366 410 PS 021 628

Harriman, Marilyn Williams
Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges. Part of an Articulated Program for Secondary & Postsecondary Students.
SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 93
NOTE- 844p.; For related documents, see ED 339 463 and ED 353 052-053.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administration; *Child Care Occupations; Curriculum Guides; *Day Care; *Early Childhood Education; Higher Education; High School Students; *Paraprofessional School Personnel; Preschool Teachers; *Preservice Teacher Education; School Age Day Care; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Tech Prep; Texas

The Tech Prep Early Childhood Professions Program is designed to provide high school and community college students in Texas with the necessary training and skills to find employment in the child care and education professions as teachers, directors, or special needs paraprofessionals. This Advanced Speciality Curriculum Guide is designed for students entering the final phase of the Tech Prep program and contains a set of advanced specialized courses that can serve as a model for community colleges to adopt or adapt according to local needs and demands. The guidebook is divided into seven sections: (1) early childhood professions: program organization and outline; (2) descriptions of certificate programs; (3) administrative courses, including "Administration of the Child Care/Education Program," "Management Techniques for Directors," and "Learning Environments, Activities, and Materials for Mixed-Age Groups"; (4) special needs paraprofessional courses, consisting of "Including the Child with Special Needs in the Community," "Integrated Learning Environments," and "Advanced Guidance Techniques"; and (5) school-age child care specialist courses, including "Recreational Activities for the School-Age Child," "Creative Expression Activities for the School-Age Child," and "Tutoring and Support Techniques for the School-Age Child." An appendix presents results of a survey of child care center directors on their requirements for special needs paraprofessionals, school-age child care specialists, and curriculum coordinators. A list of approximately 150 book, periodical, and audiovisual references, and of resources for instructors and students is included. (MDM)

ED 366 411 PS 021 676

Ross, Hildy; And Others
Parents' Interventions in Sibling Conflict: The Administration of Justice in the Family.
PUB DATE- Mar 93
NOTE- 5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993). For a related document, see PS 021 677.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 366 431 PS 021 988

Nagle, Ami; And Others
Illinois Kids Count 1993: Imagine the Possibilities. County by County Data and Prescription for Change.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 93
NOTE- 117p.; For related documents, see ED 352 196 and PS 021 987.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Child Health; *Child Welfare; Comparative Analysis; *Counties; Early Childhood Education; Economic Factors; Elementary Secondary Education; Family Structure; *Local Norms; Poverty; Program Effectiveness; Public Policy; State Aid; State Surveys; Statistical Data
IDENTIFIERS- *Illinois

This report provides a statistical profile of child and family well-being in Illinois, on a county-by-county basis, considering education, health, special needs, economic security, and urban and rural concerns. Comparisons of statewide data to those for neighboring states are also included. In education, information is presented on spending per pupil, Head Start enrollment, and children in special education. In child health, data are provided for prenatal care, infant mortality, and low-birthweight babies. A section on children with special needs examines statistics on at-risk families, indications of abuse and neglect, and children in foster care. For economic security, facts about poverty, family structure, families receiving Aid to Families with Dependent Children, median family income, and unemployment are introduced. Specific policy recommendations to improve conditions in each of these areas are presented. A discussion of methodology and sources is also included. (MDM)

ED 366 432 PS 021 990

Snarey, John
How Fathers Care for the Next Generation: A Four-Decade Study.
PUB DATE- 93
NOTE- 403p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Child Rearing; *Children; Emotional Development; *Fathers; Longitudinal Studies; *Parent Child Relationship; *Parent Role; Physical Development; Social Development; Socioeconomic Status; *Success
IDENTIFIERS- Erikson (Erik); *Generativity; Infertility; Psychosocial Development

In the 1940s, Sheldon and Eleanor Glueck of Harvard Law School began a cross-sectional study of 500 delinquent and 500 non-delinquent boys. This book is based on interviews and other data provided by 240 subjects in the non-delinquent group over a 40-year period. All of the subjects were born into lower- and working-class Boston families in the 1920s and 1930s and were interviewed at an average age of 14, 25, 31, and 47, with subsequent questionnaires administered through the 1980s. Chapter 1 serves as an introduction and presents the theoretical framework of the study, which is based on Erik H.

ED 366 452 PS 022 075

Viebrock, Margaret A.; Berry, Holly
Growing Healthy Bodies: Nutrition Education for Day Care Providers.
PUB DATE- Jan 93
NOTE- 22p.; A Pacific Northwest Extension publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Children; *Day Care; Early Childhood Education; Eating Habits; Food; *Foods Instruction; *Nutrition; *Nutrition Instruction; Obesity

This booklet discusses the important role that day care providers can play in ensuring that children eat healthy snacks and meals and learn good eating habits. Section one of the booklet examines snack foods, discusses the difference between nutritious and less-nutritious snacks, and recommends snack foods appropriate for different age groups. Section two addresses the problem of "picky" eaters and how to handle such children. Section three considers the case of overweight children, explaining how inactivity, poor food choices, and parental attitudes toward food can play a role in obesity, and suggesting food choices and preparation ideas for such children. Part four looks at the important role that vitamins and minerals play in good nutrition and recommends specific food sources for important vitamins and minerals. Part five outlines ways in which teachers can instruct children about different foods and why they should eat a variety of foods, providing examples of specific activities. Part six discusses food preparation ideas that can involve children, suggesting menu items that children and their teachers can prepare together. (MDM)

ED 366 453 PS 022 076

Child Guidance Techniques.
PUB DATE- Jun 91
NOTE- 17p.; A Pacific Northwest Extension publication.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Discipline; Early Childhood Education; *Guidance; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Materials; *Parent Role; Parents as Teachers; Role Models; Self Esteem

This booklet discusses the role that parents can play in helping their children mature, make decisions, and adjust to the challenges of the world around them. It suggests that parents and others who take care of children keep in mind the following ideas when interacting with children: (1) focus on "do's" instead of "don'ts"; (2) build feelings of confidence; (3) try to change behavior by changing surroundings or situations; (4) provide choices for children; (5) work with children, not against them; (6) set limits for children; (7) listen to yourself and your child; (8) set a good example; and (9) show love to your children. A parent self-test is provided to review

ED 366 473 RC 019 434

McCluskey, Murton L.
A Curriculum Guide to Learning about American Indians.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; American Indians; *American Indian Studies; Class Activities; *Cultural Activities; Cultural Education; Elementary Secondary Education; *Resource Materials
IDENTIFIERS- American Indian Contributions; American Indian Day; Montana

This guide provides information and suggestions for teachers planning an American Indian study unit or American Indian Day activities. The first section lists contributions of American Indians in the form of foods, words, art, music, law, government, and traditional values. The second section provides ideas for classroom discussions concerning historical facts about American Indian tribes and their way of life. The third section includes ideas for classroom activities in the subject areas of social studies, science, mathematics, language arts, art, home economics, music, and physical education. Also included are recommended activities for observance of American Indian Day. The fourth section contains a bibliography of over 350 books pertaining to Native Americans, including resources available through the Montana Indian Resource Directory, resources related to selecting books for and about Native Americans, children's books, fiction, and reference books. The last section includes an overview of American Indian history, a summary of major events in Montana Indian education from 1972 to 1990, and maps illustrating Montana's tribal distribution and reservation areas. (LP)

ED 366 474 RC 019 435

Montana Institute for Effective Teaching of American Indian Children (Missoula, Montana, 1992).
PUB DATE- 92
NOTE- 215p.; For the 1991 study units, see ED 355 062.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; *American Indian Studies; *Cultural Activities; Cultural Education; Elementary Secondary Education; *Learning Activities; *Lesson Plans; *Teacher Developed Materials; Tribes; Units of Study
IDENTIFIERS- *Montana

This guide presents 11 American Indian study units developed by Montana teachers. Nine units are intended for intermediate or middle-school grades; two are suitable for prekindergarten through primary grades. The units contain information about various American Indian tribes, but focus on tribes of Montana. Many lessons include writing and language-arts activities and feature traditional stories or crafts. The guide includes: "Celebrating America's Indian Heritage" (Beth Hekkel); "The Wahkpa Chu'gn Archaeological Site" (Callie H. Langohr);

ED 366 492   RC 019 494

Educating Recent Immigrants.
PUB DATE- Jan 94
NOTE- 21p.; Photograph and cartoons may not reproduce adequately. For individual (digest-like) article, see RC 019 501.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Educational Objectives; Elementary Secondary Education; *Equal Education; Higher Education; *Immigrants; *Mexican American Education; Mexican Americans; *School Effectiveness; *Student School Relationship
IDENTIFIERS- *North American Free Trade Agreement; Texas

This newsletter contains six articles all related to the theme of education for recent legal and illegal immigrants. In "Golden Lord with Us from the Main Forest: Some Thoughts on the Education of Recent Immigrants," Aurelio M. Montemayor reflects on his experiences growing up in a bilingual, bicultural extended family of Mexican-American immigrants, and outlines recommendations for enabling the school success of immigrant students. "A Blueprint for an Educational Response to the Needs of Immigrant Students," by Abelardo Villarreal, lists characteristics of schools related to their success or failure in educating immigrant students, and outlines a framework for equity and excellence based on the school effectiveness correlates of instructional leadership, instructional focus, safe and orderly school climate, high student expectations, monitoring and measuring progress, and parent and community support. "The Projected Impact of the North American Free Trade Agreement on Texas Schools," by Albert Cortez, and "IDRA's NAFTA Impact Report: A Summary of Findings and Recommendations," by Maria Robledo Montecel, estimate NAFTA-related increases in immigration and Texas school enrollment, and summarize findings and recommendations related to student identification, educational program placement, student transition and follow-up, comprehensive support services, and family educational needs. "National Program in Immigrant Education Funded by the Andrew W. Mellon Foundation," by Donna Christian, describes a program funding four demonstration projects to improve preparation for and access to postsecondary education and employment for immigrant secondary school students. "The INS and Our Clean Sweep of the White House," by Jose A. Cardenas, reflects on the harassment of Mexican-Americans by the Immigration and Naturalization Service. This newsletter also lists resources and publications on immigrant education. (SV)

ED 366 493   RC 019 495

More, Arthur J.
Adapting Teaching to the Learning Styles of Native Indian Students.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Cognitive Style; Cultural Differences; *Cultural Influences; Elementary School Students; Elementary Secondary Education; Foreign Countries; Individual Differences; Learning Strategies;

ED 366 513 SE 054 166

Pranis, Eve; Cohen, Joy
GrowLab: Activities for Growing Minds.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 307p.; For a companion document in the GrowLab series, see SE 054 165.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Class Activities; *Discovery Learning; Elementary Education; Elementary School Science; Experiential Learning; *Horticulture; Investigations; Junior High Schools; Plant Growth; *Plants (Botany); *Problem Solving; *Science Activities; Science Curriculum; *Science Instruction; Secondary School Science
IDENTIFIERS- *Gardening; Science Process Skills

As students observe plant growth, the questions that naturally arise can provide opportunities for student exploration and discovery. This guide presents a collection of activities for students in grades K-8 that turn students' questions into life sciences learning experiences. The guide contains four chapters, each with background information and sections of related activities. An activity summary outlines the activities in each chapter, including topics and science process skills covered, duration, and grade ranges. In Chapter 1, students investigate plant life, from seed to full-grown plant, exploring basic plant needs, plant structures, plant responses to their environment, and green plants' ability to make food. In Chapter 2, students observe plant life cycles and discover the structures and processes involved in plant reproduction. In Chapter 3, students explore the diversity of life and how we make sense of this diversity. In Chapter 4, students investigate how humans use plants, how our actions can affect them, and how we can lessen our negative impact in the global garden. Six appendices contain specific and general activity reproducibles, a list of interdisciplinary activity ideas as plants are maturing, instructions for using Wisconsin Fast Plants Kits, selected resource books for students and teachers, and seed sources. An index of terms is included. (MDH)

ED 366 514 SO 021 005

Greene, Jack P.
Political Life in Eighteenth-Century Virginia. Essays from Colonial Williamsburg. The Foundations of America.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Activism; *Colonial History (United States); Community Involvement; Elementary Secondary Education; Foreign Countries; *Leadership; *Political Attitudes; Social Studies
IDENTIFIERS- Eighteenth Century; *Founding Fathers of the United States; Great Britain; *Virginia

This book explores the history of the Virginia colony from the

ED 366 532 SO 023 683

Global Environmental Problems: Implications for U.S. Policy. Alternatives for Public Debate and Policy Devlopment. Choices for the 21st Century. Revised.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Aug 93
NOTE- 49p.; Updates ED 347 115.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Controversial Issues (Course Content); Discussion (Teaching Technique); *Environmental Education; Foreign Policy; *Futures (of Society); Higher Education; *International Relations; *Policy Formation; *Problem Solving; *Public Policy; Secondary Education

This document is part of series that seeks to help people think constructively about foreign policy issues, to improve citizen involvement, and to encourage debate on public issues. "Global Environmental Problems"; "The Human Factor in the Changing Environment"; "Public Policy and the Environment"; and "The U.S. Role in Global Environmental Politics" are the issues for discussion. Options that the document suggests for debate appear under the headings "Putting the Economy First"; "Taking the Lead"; "Sharing Environmental Leadership"; and "Global Stewardship." The document includes a note to teachers, a lesson plan and student activities, supplementary documents for the teacher, and a listing of suggested readings. (SG)

ED 366 533 SO 023 687

The Limits of Power: The United States in Vietnam. Alternatives for Public Debate and Policy Development. Choices for the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Oct 93
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Controversial Issues (Course Content); Discussion (Teaching Technique); Foreign Countries; Foreign Policy; *Futures (of Society); Higher Education; *International Relations; *Policy Formation; *Problem Solving; *Public Policy; Secondary Education; United States History; *Vietnam War
IDENTIFIERS- *Vietnam

This document is part of a series that seeks to help people think constructively about foreign policy issues, to improve citizen involvement, and to encourage debate on public issues. The document examines the history of the conflict in Vietnam, both before and during U.S. involvement. Options that the document suggests for debate appear under the headings "Americanize the War, and Fight to Win!"; "Escalate Slowly and Control the Risks"; "Limit Our Involvement and Negotiate a Withdrawal"; and "Unilateral Withdrawal, Pull Out Now!" The document includes a note to teachers, a lesson plan and student activities, biographies of public figures involved in the Vietnam War, and

ED 366 552   SP 034 938

Physical Fitness among North Carolina Youth: Report to the 1993 General Assembly of North Carolina.
PUB DATE- 15 Jan 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; Economic Impact; Elementary School Students; Elementary Secondary Education; Health Promotion; Models; Physical Activities; *Physical Education; Physical Education Teachers; *Physical Fitness; *Program Development; *School Business Relationship; Secondary School Students; Secondary School Teachers; State Aid; *Student Characteristics
IDENTIFIERS- *Health Related Fitness; *North Carolina

This study, authorized by the General Assembly of North Carolina, investigated current indicators of the state of youth physical fitness and the availability and utilization of programs to improve fitness. The study gathered testimony from physical fitness experts, educators, administrators, and medical personnel. The study found that youth are in extremely poor physical condition, and that North Carolina children in several grades exhibit higher levels of body fat, lower flexibility, and less aerobic conditioning than the national average. Recommendations for the General Assembly and the Department of Public Instruction call for daily, quality physical education and fitness experiences for all children; a grant program that would develop model healthful living programs; integration of healthful living into the end-of-grade testing program; and analysis of the professional development of healthful living teachers. Appendixes, which comprise more than half the document, contain: relevant portions of the authorizing legislation, membership of the legislative research commission, statistical data on physical fitness, excerpts from North Carolina's healthful living curriculum, the philosophy section of the Alamance County physical education program, a summary of a study titled "Youth Physical Activity and Fitness and the Impact on North Carolina Industry," and an executive summary of the North Carolina Children and Youth Fitness Study. Much of the data in the appendixes is presented in bargraphs. (JDD)

ED 366 553   SP 034 940

Hall, Meryl
Happy 50th, Smokey Bear! A Learning Kit about Forests and Fire Safety for Grades K-3.
PUB DATE- Sep 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary School Teachers; *Fire Protection; Habitats; Instructional Materials; *Learning Activities; Primary Education; Resource Materials; *Safety Education
IDENTIFIERS- Forest Service; *National Forests; *Smokey Bear

In 1994, Smokey Bear turns 50! For a half century, Smokey has been helping children and adults protect forests and wildlands from careless fire. With this kit students can celebrate Smokey's message using a variety of activities that include dramatic play, stories, games, and things to make and do.

ED 366 572   SP 034 988

Macdonald, Doune
One Step Forwards, Two Backwards: Deprofessionalization within Physical Education.
PUB DATE- Nov 92
NOTE- 26p.; Paper presented at the AARE/NZARE Conference (Geelong, Victoria, Australia, November 23-26, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Intellectual Disciplines; *Physical Education; Physical Education Teachers; *Preservice Teacher Education; *Professional Development; *Professional Recognition; Schools of Education; Status; Student Attitudes; Teacher Attitudes; Teacher Education Curriculum; Values
IDENTIFIERS- *Australia

This paper describes several key issues which are shaping the profession of Physical Education Teacher Education (PETE). The issues include tertiary education, teacher education and schooling, and deprofessionalization. Drawing from data at an Australian case site, the paper argues that these key issues shape the profession's knowledge, values, attitudes, and practices. In doing so, PETE courses may constrain the professional development of physical education and physical education teachers. Interviews with 18 faculty and 292 college students found that PETE students often arrive at their institutions of higher education with particular technocratic values venerating science, masculine perspectives, or entrepreneurialism, and may find that these values are reinforced throughout their courses despite these values being incompatible with those that will benefit them and their students as teachers in schools. In conclusion, the argument is made that the proletarianization of PETE faculty and students needs to be arrested by particular measures which will be of benefit to the intellectual work of physical educators. It is suggested that PETE may need to align itself with the education departments and faculties in tertiary institutions rather than with what are essentially departments of sport sciences, despite claims of their balanced, multidisciplinary structures. (Contains approximately 70 references.) (JDD)

ED 366 573   SP 034 989

Frizzell, Linda Bane
Effects of an Exercise Program on Mentally Impaired Older Adults--Alzheimer's and Dementia Residents in a Long-Term Care Facility.
PUB DATE- 92
NOTE- 68p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Indianapolis, IN, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Alzheimers Disease; *Exercise; Institutionalized Persons; Life Satisfaction; *Mental Disorders; Muscular Strength; *Older Adults; *Physical Activities; Physical Fitness; *Program Development; *Program Effectiveness; Residential Institutions

This study attempted to define the current bases for physical

ED 366 591 SP 035 028

Taylor, Tracy A.
Troops to Teachers: Guidelines for Teacher Educators.
PUB DATE- Feb 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; Higher Education; *Military Personnel; *Preservice Teacher Education; Program Administration; Program Design; *Program Implementation; Reduction in Force
IDENTIFIERS- Elementary Secondary Education Act Title I

Military cutbacks by the Department of Defense will cause thousands of enlisted personnel and civilian workers in defense industries to lose their jobs and look toward other employment opportunities. To help ease this conversion for some displaced employees, the Department of Defense is sponsoring a program to help former servicepeople earn certification as teachers and teacher aides. The program, called "Troops to Teachers," provides financial assistance to both former military workers and qualified school districts, enabling defense personnel to obtain licensure and employment. The purpose of this bulletin is to present teacher educators with details of the alternative teacher education program, as well as acquaint them with the particular requirements of Troops to Teachers' students. The following aspects of the program are outlined: legislative history; structure (stipends and placement grants); and regulations and operating procedures (enrollment and placement). It is noted that participants are required to work in schools receiving federal grants under the Chapter 1 program. To adequately prepare participants for their prospective employment, schools of education may wish to emphasize concepts of best practice and pedagogy in compensatory education. (LL)

ED 366 592 SP 035 029

Bouas, M. Jean
Preservice Teachers and Cooperative Learning: Their Attitudes toward, Experiences with and Knowledge about This Teaching/Learning Strategy.
PUB DATE- Feb 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Learning; Cooperative Planning; Elementary Education; Higher Education; *Knowledge Level; *Methods Courses; *Outcomes of Education; Preservice Teacher Education; Pretests Posttests; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teaching Experience
IDENTIFIERS- Preservice Teachers

This study examined how methods courses affected preservice

ED 366 613 TM 020 984

Wurtz, Emily; And Others
Promises To Keep: Creating High Standards for American Students. Report on the Review of Education Standards from the Goals 3 and 4 Technical Planning Group to the National Education Goals Panel.
PUB DATE- Nov 93
NOTE- 76p.; Title on cover varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Academic Standards; *Certification; Child Development; Criteria; *Educational Change; Educational Objectives; *Educational Planning; Educational Principles; Elementary Secondary Education; Employment Potential; *State Programs
IDENTIFIERS- *National Education Goals 1990; National Education Goals Panel; Performance Based Evaluation; Standard Setting; World Future Society

In support of the National Education Goals of 1990, the Goals Panel convened a Technical Planning Group to offer background guidance for the National Council on Education and Standards in its task of establishing world-class academic standards for the United States. Recommendations of the Planning Group consider two types of content standards: national subject-specific content standards and state content standards. The Group recommends that certification of content standards be provisional until associated performance standards are developed. Review criteria for content standards include ensuring that they are: (1) of world-class standards; (2) important and focused; (3) useful; (4) reflective of broad consensus building; (5) balanced; (6) accurate and sound; (7) clear and usable; (8) assessable; (9) adaptable; and (10) developmentally appropriate. State content standards should be as rigorous as national subject-specific standards, feasible, cumulatively adequate for student needs, encouraging of the ability to integrate and apply knowledge, and reflective of broad consensus. While all that is needed to develop high standards is not yet known, high standards themselves are a critical first step. Five appendices contain supplemental information about the Planning Group, background documents about standard setting in other countries, and initial efforts in the United States. (SLD)

ED 366 614 TM 020 985

Harworth, Irene
Degrees in Science and Mathematics: National Trends and State-by-State Data.
PUB DATE- Nov 93
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bachelors Degrees; Census Figures; Degrees (Academic); *Doctoral Degrees; *Educational Trends; Employment Patterns; Foreign Students; Geographic Distribution; Higher Education; *Masters Degrees; *Mathematics; National Surveys; Salaries; School Statistics; *Sciences; State Surveys; Tables (Data); Teacher Supply and Demand; Trend Analysis

ED 366 631 TM 021 025

Chauvin, Sheila W.; Ellett, Chad D.
Teachers' Professional Orientation: An Empirical Examination of the Construct Validity Using the Results of Large-Scale Factor Analyses.
PUB DATE- Nov 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; Factor Structure; *Organizational Climate; Personal Autonomy; Professional Autonomy; Professional Development; Questionnaires; *Secondary School Teachers; *Teacher Attitudes; Teacher Role; Test Reliability
IDENTIFIERS- *Attitudes of Professional Autonomy; Louisiana; *Professional Orientation

The construct validity of the Attitudes of Professional Autonomy (APA) as a proxy measure of professional orientation was studied. The sample consisted of all teachers in 94 schools in 6 districts in Louisiana, closely representing the statewide distribution of all schools by level and socioeconomic status. Usable data were received from 1,921 teachers (APA responses and a demographic questionnaire). A series of factor analyses was completed, and Cronbach Alpha reliability procedures were used to examine the internal consistency reliability of the factor-analyzed, reconstructed versions of the APA. Findings suggest that the construct of professional attitudinal autonomy, as measured by the APA, is a two-dimensional construct. The realignment of items based on these factor analyses is a better operational definition and a more valid measure of the professional attitudinal autonomy construct than prior item alignments. The reconstructed APA subscales appear to be relatively independent measures, and both the Interpersonal Autonomy and Organizational Autonomy subscales are measures of the more global construct of professional attitudinal autonomy. Findings suggest the need to re-examine and redefine the concept of professional orientation to include current conceptions of professionalism in school organizational contexts. Two tables present study findings. (Contains 46 references.) (SLD)

ED 366 632 TM 021 026

Nichols, Teresa M.
Effects of Problem-Solving Strategies on Different Ability Levels.
PUB DATE- Nov 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Analysis of Variance; Cognitive Processes; *Computer Assisted Instruction; Control Groups; *Elementary School Students; Factor Analysis; Grade 6; Individual Differences; Instructional Effectiveness; Intermediate Grades;

ED 366 650   TM 021 065

Loftin, Lynn Baker
Factor Analysis of the IDEA Student Rating Instrument for Introductory College Science and Mathematics Courses.
PUB DATE- Nov 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; *Course Evaluation; Course Selection (Students); *Factor Analysis; Higher Education; Instructional Effectiveness; *Mathematics Instruction; Persistence; Questionnaires; Rating Scales; Research Methodology; *Science Instruction; Student Attitudes; Student Characteristics; Student Evaluation of Teacher Performance; *Teacher Effectiveness; Test Use; Validity
IDENTIFIERS- *Instructional Development Effectiveness Assessment; Kansas State University

This study illustrates how a factor analysis of a well-designed student-rating instrument can increase its utility. Factor analysis of a student-rating instrument was used to reveal constructs that would explain student attrition in science, mathematics, and engineering majors. The Instructional Development and Effectiveness Assessment (IDEA) instrument is used to rate college courses in science or mathematics at Kansas State University. It is used to gather students' reactions to instructors, personal progress, and courses, as well as students' attitudes, and to obtain an overall rating. Subjects for the factor analysis were 141 upperclass students (56.7 percent male). The factor analysis reveals constructs about which students in science and mathematics have expressed concern. Of seven identified factors, the first three, interpreted as instructor presentation skills, student perception of personal progress, and student-teacher interaction, are particularly important in distinguishing instructor presentation from the personal aspects of course takers. Three tables present analysis results. (Contains 23 references.) (SLD)

ED 366 651   TM 021 075

Tatsuoka, Kikumi K.; And Others
Proficiency Scaling Based on Conditional Probability Functions for Attributes.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Tests; Functions (Mathematics); High Schools; High School Students; Item Response Theory; Mathematics Tests; *Probability; Rating Scales; *Scaling; Scores; Tables (Data); *Test Construction; Test Results
IDENTIFIERS- Attribute Characteristic Curves; Conditional Probability Functions; *Proficiency Scales; Rule Space Model; *Scholastic Aptitude Test

ED 366 670 UD 029 687

MacLeod, Jay
Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood.
PUB DATE- 87
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; *Adolescents; *Aspiration; Blacks; Cultural Background; *Economically Disadvantaged; Ethnography; Inner City; Juvenile Gangs; *Low Income Groups; *Males; Motivation; Occupational Aspiration; Occupational Mobility; One Parent Family; Poverty; Reputation; *Social Mobility; Student Educational Objectives; Whites
IDENTIFIERS- Social Reproduction Theory

This ethnographic account describes how poverty circumscribes the horizons of young people and how the class structure is reproduced at the societal level. A number of social theories that have considered the problems of social reproduction are explored before moving to the examination of the lives of young men in Clarendon Heights, a low-income housing project in a northeastern city. Approximately 65 percent of the residents of Clarendon Heights are white, 25 percent are black, and 10 percent are other minorities. Approximately 85 percent of the families are headed by single women, and about 70 percent receive public assistance in addition to subsidized housing. Accounts of the lives of teenage boys from this neighborhood provide a description of the social structure as it looks from the bottom. The basic finding that two substantially different paths are followed within the general framework of social reproduction is demonstrated through the descriptions of two groups, the Hallway Hangers, a predominantly white group, and the Brothers, an almost exclusively black group. The despondence of the Hallway Hangers, who see few prospects for social mobility, is in marked contrast to the optimism of the Brothers, who speak with relative optimism about their futures. The different appraisals of the openness of American society to these two groups are analyzed. Detailed chapter notes refer readers to specific treatments within references. An appendix offers the author's experiences and comments on sociological fieldwork. (Contains 75 references.) (SLD)

ED 366 671 UD 029 688

Winfield, Linda F.; Hawkins, Randolph
Longitudinal Effects of Chapter 1 Schoolwide Projects on the Achievement of Disadvantaged Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Compensatory Education; *Disadvantaged Youth; Educationally Disadvantaged; Elementary School Students; Longitudinal Studies; Low Income Groups; *Reading Achievement; *Reading Improvement; *Remedial Programs; Remedial Reading; *Urban Schools

schools are perceived as going through vast changes without any strategy. It appears that the civil rights impulse from the 1960s is dead and racial segregation is reemerging. This report recommends policies to school districts, state government, and federal civil rights and education officials to foster integrated education and to make interracial schools function more effectively. It calls for: (1) resumption of the Civil Rights Division of the Justice Department; (2) restoration of federal aid for successful integration strategies; (3) basic research on the consequences of segregation by race, ethnicity and poverty; and (4) an examination of the ways in which multiracial education functions most effectively. (GLR)

ED 366 690 UD 029 712

Cilley, Pamela, Ed.; Gibbons, Charles H., Jr., Ed.
Venture Capital for Educators II. The Boston Plan for Excellence in the Public Schools, 1993.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Educational Development; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Grants; Program Descriptions; *Public Schools; School Business Relationship; *Student Financial Aid
IDENTIFIERS- *Boston Public Schools MA

The Boston Plan for Excellence in the Public Schools is a partnership among teachers, students, parents, administrators, and business leaders with the common purpose of restoring the Boston Public School System to its former position as a national leader in education. This publication examines the programs and activities, school by school, that were funded by The Boston Plan for Excellence during academic year 1992-1993. The programs provide students with academic, financial, and personal support. Several specific programs are highlighted. In kindergarten through third grade, the Support for Early Educational Development (SEED) Program, created in 1987, is designed to foster excitement about learning and the value of education. During the middle school years, the Hancock Endowment for Academics, Recreation, and Teaching (HEART) program provides grants for academics and innovative projects which enhance the academic curriculum, provide student leadership opportunities, and encourage staff development and parent involvement. Project Action enables high school students to become grantmakers in their own communities. Finally, the Access Program helps high school seniors find the money to pay for college as well as last minute scholarship financing that attempts to make up the difference between the actual cost of college and what a student has been able to raise from other sources of financial aid. (GLR)

ED 366 691 UD 029 713

Educating Today's Children for Tomorrow's World. 1991-92 Chapter 1 Evaluation.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

Chicanos/Latinos in the seven county metropolitan area of Minneapolis, Minnesota. Among the findings are the following: (1) communities of color made up 9.2 percent of the total metropolitan area population in 1980; (2) poverty rates for people of color rose dramatically in the metropolitan area between 1979 and 1989, increasing from 26 to 37 percent among African Americans, from 30 to 41 percent among American Indians, from 24 to 32 percent among Asians, and from 17 to 19 percent among Chicanos/Latinos; (3) men from African American and American Indian communities are three times as likely as white men to be officially unemployed, while women from these communities are four times as likely as white women to be unemployed; (4) the unemployment rates for African American men and women increased sharply from 1980 to 1990 in both the central cities and suburbs; (5) fewer than one of every three African American and American Indian households in the metropolitan region and fewer than half of Asian and Chicano/Latino households own their own homes; and (6) more than one-third of African American and American Indian households in the metropolitan region have no vehicle and must rely on public transportation. Appendices include statistics on population trends for communities of color, the living arrangements of minority children, and data sources. (GLR)

Summary of Educational Benefits under the Omnibus Diplomatic Security and Antiterrorism Act of 1986, Public Law 99-399 and Executive Order 12598.
PUB DATE- Aug 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; *Federal Aid; Financial Aid Applicants; Financial Support; *Foreign Diplomats; Government Employees; Higher Education; *Specifications; *Student Financial Aid; Student Loan Programs; *Terrorism; *Training Allowances
IDENTIFIERS- *Omnibus Security and Antiterrorism Act 1986

This pamphlet provides a summary of the educational benefits available to United States civil service personnel or others (and their families) as a result of being captured because of hostile action under the Omnibus Diplomatic Security and Antiterrorism Act of 1986 (Public Law 99-399) and Executive Order 12598. The pamphlet, in question and answer format, includes information describing how qualified persons can receive payments under the program and suggestions on where to go to for help and to obtain more detailed information. Twenty-five specific questions cover such concerns as eligibility, how long educational assistance is available, how much assistance one can receive, types of training allowed and the restrictions that exist, counseling availability, criteria for continuing financial support, and what responsibilities the recipient has in regards to enrollment changes and payment discrepancies. A list of Veteran Administration regional offices is provided. (GLR)

ED 366 254 HE 027 096

Summary of Benefits under the Educational Assistance Test Program Section 901 of Public Law 96-342. Revised.
PUB DATE- Apr 93
NOTE- 24p.; Pages 12 and 15 contain unreadable print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Criteria; Eligibility; Enlisted Personnel; *Federal Aid; Financial Aid Applicants; Financial Support; Higher Education; *Military Personnel; *Specifications; *Student Financial Aid; Student Loan Programs; *Training Allowances
IDENTIFIERS- *Educational Assistance Test Program

This pamphlet provides a summary of the educational benefits available to United States Armed Services enlisted and discharged personnel under the Educational Assistance Test Program, Section 901 of Public Law 96-342. The pamphlet, in question and answer format, includes information describing how qualified persons can receive payments under the program and suggestions on where to go to for help and obtain more detailed information. Twenty-seven specific questions cover such concerns as eligibility, how long educational assistance is available, how much assistance one can receive, types of training allowed and the restrictions that exist, counseling availability, criteria for continuing financial support, and what responsibilities the recipient has in regards to enrollment changes and payment discrepancies. (GLR)

ED 366 255 HE 027 097

access to shared departmental space, telephone, secretarial services, and supplies. The study asked administrators at nine institutions to estimate annual costs for each class of benefit. Results also showed that for the first class of benefits costs would be very little. The middle level of benefits might cost a few hundred dollars per year. The high cost level might mean thousands per year but would in some cases bring substantial return. (Contains 18 references.) (JB)

ED 366 274 HE 027 118

Badertscher, John M.; And Others
Religious Studies in Manitoba and Saskatchewan: A State-of-the-Art Review. The Study of Religion in Canada, Volume 4.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 93
NOTE- 170p.; Published for the Canadian Corporation for Studies in Religion.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140),Books (010)
DESCRIPTORS- Church Related Colleges; Educational History; Foreign Countries; Higher Education; *Religion Studies; Research; Theological Education; *Universities
IDENTIFIERS- Bible Colleges; Canada; *Manitoba; *Saskatchewan

This publication, part of a multi-volume series on religious studies in Canada, offers descriptive examination of religious studies at universities (and some theological seminaries and Bible schools) in Manitoba and Saskatchewan. Part I by Gordon Harland and John M. Badertscher, focuses on the development of religious studies in Manitoba. Chapter 1 provides an historical overview of the development of Manitoba universities and the major role played by religious studies departments. Chapter 2 describes the development of the Department of Religion at the University of Manitoba. Chapter 3 describes the development of religious studies at Brandon University and the University of Winnipeg. Chapter 4 details activities at Manitoba Bible colleges and seminaries. Chapter 5 assesses the growth and strength of graduate studies in religion. Chapter 6 analyzes the strengths and weaknesses of religious studies research in Manitoba. Part II, by Roland E. Miller, looks at religious studies in Saskatchewan. Chapter 7 tells of the origin and development of religious studies at the University of Regina. Chapter 8 deals with the origin and development of programs at Saskatchewan University. Chapter 9 examines theological institutions in Saskatchewan and their role in the academic study of religion. Chapter 10 describes Bible schools in Saskatchewan and provides a brief description of the institutions. Chapter 11 assesses religious studies research in Saskatchewan and chapter 12 tells of the relation of religious studies programs to the general community. (Individual chapters contain extensive references.) (JB)

ED 366 275 HE 027 133

The Financial Position of Universities in Ontario: 1994.
PUB DATE- Jan 94
NOTE- 158p.; For the 1992 report, see ED 350 913.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Impact; *Educational Finance; Expenditure

interdependence of modelers and experimentalists provide motivation for greater collaboration; (2) space physics, which has of necessity used extensive computational technology in the analysis of data collected by cooperatively fielded space- and ground-based instruments; and (3) gene mapping and sequencing research that has led to construction of and reliance on massive databases. The committee's investigations suggested technical requirements and social and practical issues that must be considered and dealt with as part of the process of initiating a national collaboratory program in support of scientific research. In conducting this study, the committee sought to identify common information technology needs that cross disciplines; identify specific information technology needs in three particular fields of science; increase awareness of the utility of information technology for the conduct of scientific research; and identify goals, objectives, and costs of developing collaboratories. (TMK)

ED 366 295 IR 016 491

Despot, Paula C.
Providing Elementary Students Equitable Access to Notebook Computers by Empowering Three School Communities in Shared Decision Making.
PUB DATE- Oct 93
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication (Thought Transfer); *Computer Assisted Instruction; Cooperation; Decision Making; Elementary Education; Elementary School Students; *Equal Education; Microcomputers; Practicums; Questionnaires; Shared Resources and Services; Staff Development; Workshops
IDENTIFIERS- *Computer Equity; Empowerment; *Notebook Computers

This practicum was designed to provide elementary students from low-socioeconomic school communities equitable opportunities to use notebook computer technology in the communication process. A multi-dimensional staff development program was designed and conducted to integrate computer technology in the classroom. Students and their families were provided access to notebook computers through take-home workshops. A major component was developing collaboration and facilitating shared decision making through the establishment of site councils at each school. Ten solution strategies were developed that focused on empowering school communities to share decisions for computer use, thereby increasing student use of computer technology for the purpose of communication. Analysis revealed that involving the home, school, and community in the decision-making process for computer learning and providing schools with the tools, training, and support resulted in equitable opportunities for students to use the notebook computer as a tool for communication. Teacher and student surveys, an organizational scheme, agendas, several forms, and examples are appended. (Contains 48 references.) (TMK)

ED 366 296 IR 016 492

Kinyanjui, Peter; Morton, Augusta
The Role of Teleconferencing in Support of Distance Education: The Case for Developing Countries.
PUB DATE- Nov 92
NOTE- 18p.; Paper presented at the Annual Meeting of the

evaluation. The new activities and services should, within the next few years, establish a system for fast mutual document delivery. Eight figures and four tables illustrate network operation and features. (SLD)

ED 366 315 IR 016 511

The State of Audiovisual Education Facilities in Japanese Schools and Social Education Centers Today. AVE in Japan No. 32.
PUB DATE- 93
NOTE- 63p.; For the report of the 1989 survey, see ED 339 358.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Aids; *Audiovisual Instruction; Broadcast Reception Equipment; Computer Assisted Instruction; Elementary Secondary Education; *Equipment Utilization; Foreign Countries; National Surveys; School Surveys; Tables (Data); Use Studies; Video Equipment; Videotape Recorders
IDENTIFIERS- *Japan; Technology Utilization

This booklet, in English and Japanese, reports on a national survey conducted during the 1992 academic year by the Education Media and Learning Resources Division, Lifelong Leaning Bureau of the Ministry of Education, Science and Culture (Japan). Similar surveys are conducted triennially. This report describes the current situation regarding the availability and utilization of audiovisual education materials and equipment in schools and social education facilities. A total of 11,496 schools and facilities were sent questionnaires, and responses were received from 11,253. The report summarizes findings related to audiovisual equipment (i.e., 16mm film projectors, slide projectors, cameras, overhead projectors, transparency copiers, radio receivers, television receivers, video cameras, videotape recorders, audiotape recorders, record players, compact disk players, computers, and in-school/facility broadcasting systems) in terms of diffusion rates, quantities, availability, and diffusion rates for new types of equipment. In addition, the report looks at utilization of audiovisual equipment in terms of the teacher/instructor, equipment, subject matter, participation in training programs, and local production of materials. Several tables display the survey data. (MX)

ED 366 316 IR 016 512

Moeller, Babette
Literacy and Technology.
PUB DATE- Aug 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Literacy; *Computer Assisted Instruction; Databases; *Educational Technology; Elementary Secondary Education; *Integrated Activities; Language Arts; Learning; *Literacy; Notetaking; Online Systems; *Teaching Methods; Telecommunications; Word Processing; Writing (Composition)
IDENTIFIERS- Multimedia Materials

Current efforts to improve literacy teaching and learning are directed at replacing task-oriented approaches to teaching isolated skills with an integrated language arts curriculum, focusing on the cognitive and social processes the learner engages in to write. This new approach requires fundamental changes in the classroom, and computer-based technologies are other materials, and a checklist of reminders for trainers. Introductory materials provide a conceptual framework oriented to users. The easiest methods for using the Internet are explained clearly and concisely and will work, in most cases, for everyone who can log on to an Internet-connected computer. Chapters are designed to stand alone so that users can choose which of the resources they wish to pursue. Topics covered are: (1) information needed by beginners, including a glossary, instructions on getting connected, Internet service providers, and a bibliography; (2) electronic mail, including listservs and electronic journals; (3) Internet remote login (Telnet) and Internet file transfer protocol (FTP); and (4) fact sheets on other resources, such as Archie, Gopher, Hytelnet, Usenet News, and Wide Area Information Servers (WAIS). Three graphics showing the extent and organization of the network are appended. (KRN)

ED 366 336   IR 054 731

Murphy, Catherine, Ed.
Automating School Library Catalogs: A Reader.
PUB DATE- 92
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cataloging; Children; Elementary Secondary Education; Foreign Countries; Guidelines; *Integrated Library Systems; *Learning Resources Centers; *Library Automation; *Library Catalogs; Library Planning; Microcomputers; *Online Catalogs; Problems; Program Implementation; *School Libraries; User Needs (Information)
IDENTIFIERS- Canada; MARC; Retrospective Conversion (Library Catalogs); United States; Vendors

This collection of 23 articles compiled from school library journals address the special needs that make automation problematic for school libraries. The articles are divided into five sections: an overview of OPAC (Online Public Access Catalog) development (4 titles); evaluating OPAC systems (4 titles); implementing OPAC systems (6 titles); issues in OPAC development (5 titles); and OPAC research (4 titles). Articles are: "The Time Is Right To Automate" (Catherine Murphy); "The Decision(s) To Automate the Card Catalog (Robert Skapura); "The Media Center Online Catalog: A Modern-Day Instructional Tool (Mary Holloway); "Automated Systems in Canada's School Libraries: The Second Annual Survey" (Lynne Lighthall); "A Planning and Implementation Guide for Automating School Libraries: Selecting a System" (Lynne Lighthall); "Comparison Chart for Public Access Catalogs" (Robert Skapura); "Online Catalog/Authority File Checklist Submitted to Vendors" (Henry Barnard); "Observations and Comparative Data with References to Vendors and Equipment: A Summary from "Microcomputer-Based Library Systems: An Assessment" (Joseph R. Matthews, Joan Frye Williams, and Allan Wilson); "A Primer on Retrospective Conversion" (Robert Skapura); "Questions To Guide Retrospective Conversion Choices for School Library Media Centers" (Catherine Murphy); "The MARC Record in the School Library Media Center" (Catherine Murphy); "Media Center Automation: The Way To Go!" (Mary Holloway); "Online at Last! An Odyssey of Automation" (Ann Daniels); "ACCESS PENNSYLVANIA--A CD-ROM Database Project" (Doris M. Epler and Richard E. Cassel); "Access to Information: The Effect of Automation" (Catherine Murphy); "The Card Catalog and the Tower of Babel" (Robert Skapura); "Online Catalogs: Will They Improve Children's Access?" (Patricia A. Hooten);

school personnel will handle the power of computer-related technologies in the future. Included in the appendices are a sample school system policy on standardization of computer hardware and software; an annotated bibliography on uses of computer-related technologies; an annotated list of journals on this topic; and a list of vendors of microcomputer-based circulation and/or catalog systems. (JLB)

ED 366 357 IR 054 840

Gitisetan, Darrin D.
Looking for the Right Words: Special Problems Affecting Information Retrieval on Iran and Related Subjects Using LCSH.
PUB DATE- Dec 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ethnic Studies; Foreign Countries; Indexes; *Information Retrieval; Problems; Reference Services; *Subject Index Terms
IDENTIFIERS- *Iran; *Library of Congress Subject Headings

The purpose of this document is to highlight some of the difficulties associated with retrieving information on Iran using Library of Congress Subject Headings (LCSH) and several other commonly used reference tools based on LCSH. Four subject areas concerning Iran are identified, and their treatment in LCSH and periodical indexes is analyzed. The four areas are the land, the people, the language, and the literature. The document concludes with a list of recommendations to alleviate the problem. (Contains 14 references.) (JLB)

ED 366 358 IR 054 844

Weibel, Marguerite Crowley
The Library as Literacy Classroom: A Program for Teaching.
PUB DATE- 92
NOTE- 300p.; Foreword by Senator Paul Simon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Library Collection Development; Library Materials; *Library Role; *Library Services; Lifelong Learning; *Literacy Education; *Public Libraries; Reading Instruction; *Reading Programs; Reading Skills

This book promotes a library-based curriculum for teaching reading and suggests a wide variety of books to use with new readers. It provides an outline of basic skills that literacy students must master to become good readers. It also suggests numerous skill-building activities for teachers to develop using the words and ideas derived from whatever library books or other materials the students are reading. The book is divided into four sections: (1) "The Library and the Adult New Reader" discusses the role of the library in promoting literacy and presents a profile of adult new readers; (2) "Teaching Adults to Read" examines several methods used to teach adults to read; (3) "A Library-Based Reading Program" describes how to extend the language experience approach and other learner-efforts to improve undergraduate education and the success of those efforts. After outlining changes made in the transfer, vocational education, and developmental studies programs, the report identifies new strategies that have been adopted to disseminate information about accountability and briefly highlights minority student enrollment increases. The next section of the report presents data and recommendations concerning: licensure and certification exam pass rates and student satisfaction measures for vocational education; retention and completion rates; alumni satisfaction with the transfer program; student services evaluation; student satisfaction with the adult eucation program; information on business and industry services; activities to improve multicultural awareness; and efforts to improve the acountability process. Appendices comprise the bulk of the report, providing detailed information on: (1) College Algebra students' scores on the Calculus Readiness Test; (2) instructors' guidelines for Freshman Composition; (3) student responses to journal writing in an Introduction to Literature course; (4) ACC's efforts to promote communication skills across the curriculum; (5) findings from ACC's tracking system for developmental studies and English as a Second Language students; (6) student responses to an experimental Leadership Development course; (7) minority student enrollments; (8) participant satisfaction with vocational and transfer programs and business and industry training, including survey instruments; and (9) retention/persistence and transfer. (ECC)

ED 366 376 JC 940 096

Klink, William R.
A Model Manual for Telecourse Faculty.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Instruction; Class Organization; Community Colleges; *Course Descriptions; *Course Evaluation; *Course Organization; *Distance Education; *Educational Television; Teaching Methods; *Telecourses; Television Teachers; Two Year Colleges
IDENTIFIERS- *Charles County Community College MD

In an attempt to aid telecourse faculty with various aspects of administering telecourses, Charles County Community College (CCCC), in La Plata, Maryland, has produced a manual designed to foster coherence in telecourse instruction. Introductory material explains that the manual is distributed on disk so that can be updated easily and discusses the place of telecourses in CCCC's curriculum. Subsequent sections focus on: (1) the process by which decisions about which telecourses to offer are made; (2) the characteristics of telecourse students; (3) instructor responsibilities for submitting grades and keeping attendance records, developing a complete course syllabus, and following other academic procedures of the college; (4) attendance requirements for course orientation sessions; (5) orientation session activities, such as reviewing the syllabus, establishing that students have completed prerequisites, and fostering networking for group work; (6) standard forms; (7) pay; (8) ways of conducting the course; and (9) course evaluation, including the telecourse evaluation

*Retrenchment; *State Aid; Student Costs; Tax Allocation; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Due to state revenue shortfalls and mandated Medicaid and welfare expenditures, substantial cuts were made in state aid to higher education institutions in Maryland in 1992. To meet the fiscal crisis, Prince George's Community College (PGCC) implemented several cost containment measures that had been considered, but not acted upon, in the past. These included freezes on hiring and equipment purchases and the elimination of all conference travel, professional development and training events. An employee furlough plan was implemented, with 12-month employees losing 7 days, and 10-month employees losing 5. Additionally, an Instructional Services Fee (IFS) was implemented in spring 1992 to replace 271 separate student fees, raising revenue for the school through a system of three fee levels based on the expense of offering given courses. In 1993, three additional strategies were implemented to ensure that PGCC would meet its widening deficits. The first strategy was administrative reorganization, in which seven administrative positions were abolished (representing a 17% decrease) through combining divisions or offices within the school. The second strategy was a voluntary resignation incentive program offered to employees with a minimum of 20 years of service. Seventeen (10%) of those eligible applied and were approved. The third strategy involved cost savings through downsizing efforts, including eliminating vacant positions from the operating budget and reducing hours of operation, and resulted in the elimination of 17 full-time and 10 part-time classified staff positions. (MAB)

ED 366 394 JC 940 117

Belcher, Marcia J.
Preparedness of High School Graduates for College: A Statewide Look at Basic Skills Tests Results for 1990-91. Information Capsule No. 93-01C.
PUB DATE- Jan 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; College Bound Students; *College Freshmen; *College Preparation; Community Colleges; Comparative Analysis; Females; *High School Graduates; High Schools; Males; Mathematics Tests; Reading Tests; Scores; State Surveys; Two Year Colleges; *Two Year College Students; Writing Tests
IDENTIFIERS- Dade County Public Schools FL; Florida; *Miami Dade Community College FL

In Florida, community colleges are required to report their entry-level basic skills testing results to the public school system in their service area. Miami-Dade Community College (M-DCC) has been reporting that approximately 60% of Dade County Public School (DCPS) graduates cannot pass basic skills tests in math, writing, and reading. DCPS has replied, however, that M-DCC mainly enrolls students who never planned to attend college and therefore did not follow the college track in high school. They felt their college-prepared students were attending universities and therefore not part of M-DCC's sample. Recently, however, university and community college data have been combined for each district. Results show that 46% of Dade County graduates scored above the cut in all areas compared to 63% of graduates statewide. Students had the most difficulty passing the mathematics test and found the reading and writing tests about equally difficult. Of students taking entry-level

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Conflict; Conflict Resolution; *Discipline; *Family Relationship; Foreign Countries; Parent Attitudes; *Parent Child Relationship; *Sibling Relationship; Siblings; *Young Children
IDENTIFIERS- *Transgression Behavior

A study examined family conflicts on the premise that conflict between siblings provides an opportunity for the socialization of justice. Forty two-parent, two-child families were observed in their homes during three 90-minute sessions in which the children and parents were in separate areas of the house. In each of the families, one child was 2.5 years old and the other was 4 to 5 years old. Observers recorded sibling interactions and parental interventions in sibling disputes, and found that parents were more likely to support the younger than the older sibling in sibling conflicts. It was also discovered, however, that when the seriousness of the transgression was taken into account, there was no difference between parents' support of older and younger children. Parents favored younger children because they are most often transgressed against. Parents tended to uphold certain "rules," such as those involving sharing, aggression, and property damage, more than others, such as those involving lies, tattling, disagreement, and bossiness. (MDM)

ED 366 412   PS 021 677

Ross, Hildy; Perlman, Michal
Parent-Child Negotiation in the Context of Sibling Disputes.
PUB DATE- 93
NOTE- 6p.; For a related document, see PS 021 676.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Conflict Resolution; *Discipline; Family Relationship; Foreign Countries; Parent Attitudes; *Parent Child Relationship; *Preschool Children; *Reliability; *Sibling Relationship; Siblings
IDENTIFIERS- *Transgression Behavior

Conflict resolutions that do not accord with parents' positions display children's power to influence both the conduct of conflict and the principles families use in conflict resolution. Forty two-parent, two-child families were observed in their homes during three 90-minute sessions in which the children and parents were in separate areas of the house. In each of the families, one child was 2.5 years old and the other was 4 to 5 years old. Observers recorded sibling interactions and parental interventions in sibling disputes, noting issues raised by children in the disputes and principles followed or violated in the parents' response. In the conflicts that were observed, nearly 4,000 issues were raised by the children involved. Parent interventions addressed 45 percent of these issues, solving the conflicts according to the parents' positions 72 percent of the time. Thus, in 28 percent of parent interventions, conflict outcomes were discordant with parental positions. Analysis of child reactions to these outcomes found that children were more likely to have reacted emotionally, and to have refused, defied, and argued with their parents more when outcomes were discordant with interventions than when the two were in accord. (MDM)

ED 366 413   PS 021 784

Erikson's idea of "psychosocial generativity"--that is, that an adult's caring activities create or contribute to the life of the next generation. Chapters 2, 4, 6, 8, and 10 report on 5 empirical, quantitative studies that focus on the subjects' role as fathers compared to: (1) the varieties of paternal generativity; (2) their midlife marital, work, and social success; (3) their children's early adulthood accomplishments; (4) their ability to deal with infertility; and (5) their boyhood experiences. Chapters 3, 5, 7, and 9 report individual case studies of 4 of the 240 men, focusing on their role as parents and their relationship with their children. The main conclusions of the work, presented in chapter 11, are that fathers play a vital role in their children's lives, especially in the realms of social-emotional, intellectual-academic, and physical-athletic development. Contains approximately 500 references. (MDM)

ED 366 433 PS 021 998

Schweinhart, Lawrence J.; And Others
Significant Benefits: The High/Scope Perry Preschool Study through Age 27. Monographs of the High/Scope Educational Research Foundation, No. Ten.
PUB DATE- 93
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Blacks; Case Studies; *Cost Effectiveness; *Early Intervention; Longitudinal Studies; *Poverty Programs; *Preschool Education; Program Effectiveness; School Readiness; Socioeconomic Status
IDENTIFIERS- *High Scope Demonstration Preschool Project; Long Term Effects

This book reports on the High/Scope Perry Preschool Project, a longitudinal study assessing whether high-quality, active learning preschool programs can provide both short- and long-term benefits to children living in poverty and at high risk of failing in school. For almost 3 decades the study has followed the lives of 123 such children from African-American families who lived in the neighborhood of Perry Elementary School in Ypsilanti, Michigan, in the 1960s. Focusing on the age-27 phase of the study, the report is divided into 10 chapters which discuss: (1) preschool program effects; (2) the experiment design; (3) educational performance; (4) delinquency and crime; (5) economic status; (6) family formation, health, and social relations; (7) cost-benefit analysis; (8) a causal model; (9) individual case studies; and (10) the overall study in perspective. Study findings at age 27 as reported in these chapters indicate that the preschool participants have significantly higher earnings, rates of home ownership, and levels of schooling, as well as significantly fewer arrests and social service interventions, than a control group of non-preschool participants. Cost-benefit analysis revealed that, over the lifetimes of the participants, the preschool program returned to the public an estimated $7.16 for every dollar spent. Includes 194 references. A separately published 13-page "summary", based on the content of chapter 10, has been appended. (MDM)

ED 366 434 PS 022 003

Reglin, Gary L.
At-Risk "Parent and Family" School Involvement: Strategies for

the material covered in the booklet. (MDM)

ED 366 454 PS 022 085

Atmore, Eric
Early Childhood Educare: A Provision System Must Show That We Do Care.
PUB DATE- Feb 91
NOTE- 13p.; Paper presented at the Pre-primary Education Congress (Pretoria, South Africa, February 14-16, 1991). In: van Standen, C.J.S., Ed. Early Childhood Education: Do We Really Care?
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Day Care; Educational Improvement; Educational Needs; *Educational Policy; Foreign Countries; Governmental Structure; *Government Role; Government School Relationship; *Preschool Education; Program Effectiveness; *Public Policy
IDENTIFIERS- *Educare; *South Africa

This essay examines the provision of early childhood education and day care (educare) structure, provision, and funding. The essay's analysis of these factors indicates that current educare provisions are poorly structured, racially discriminatory, underfunded, and generally inadequate for most children and their families, especially in black communities. Specific recommendations are made to improve and revamp the current system, noting that national, regional, and local governmental bodies need to place more emphasis on providing effective educare to all South African families that need it, and private sources of funding and support must be utilized in tandem with increased government expenditures. (MDM)

ED 366 455 PS 022 087

Leung, Jupian J.
Some Cultural Differences in Academic Motivational Orientations between American and Chinese Students.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Chinese Culture; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; *Cultural Influences; Foreign Countries; Secondary Education; *Secondary School Students; *Student Attitudes; *Student School Relationship
IDENTIFIERS- Hong Kong; United States (Midwest)

A study examined the effects of students' ethnicity on measures of the meaning of success in school and a preference for school feedback. A questionnaire was distributed to 333 white American students in eastern Wisconsin and 375 Hong Kong Chinese 8th- through 12-graders. Results showed a significantly higher proportion of American than Chinese students ranked "getting good grades" or "doing as well as or better than others in your class" as most important among five measures of the meaning of success, whereas a significantly higher proportion of Chinese than American students ranked "behaving well" as most important. A significantly higher proportion of American than Chinese students ranked "your grades on tests and assignments"

"Learning Traditions of the Assiniboine and Gros Ventre Tribes through Calendar Activities" (Philomayne Tucker); "Traditional Lifestyles and Practices of the Salish American Indians" (Susan Batiuchok); "Turtles are Terrific!" (Carol D. Capps); "Figurative Language Unit" (Susan Brown); "The Scarface Legend: Teaching for Today" (Jan Richards); "Developing Self-Esteem in the Native American Student" (Cherlynn Blake); "One of a Kind: A Unit in Self-Image" (Denise DesJarlais); "Native American Month: A September Celebration" (Laurie McHugh); and "Language Therapy for Native American Children in the Form of a Cooperative Learning Group" (Natalie Wisehart). Each unit includes general purpose, instructional objectives, specific learning outcomes, lesson plans, instructions for learning activities and projects, evaluation, materials needed, and additional resources. (LP)

ED 366 475 RC 019 441

DeYoung, Alan J.
Researching Rural American Schools: Continuing Cultural Themes and Cultural Conflicts in the Countryside.
PUB DATE- 11 Jan 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Consolidated Schools; *Cultural Differences; *Culture Conflict; Educational Change; *Educational History; Elementary Secondary Education; Employment Opportunities; Human Capital; Poverty; *Role of Education; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Appalachian People; Braxton County School District WV; Rural Culture

The "rural school problem" continues to plague current researchers, as it did school reformers of the past. There are basically two academic literatures focusing upon rural communities and their schools where rurality rather than ethnicity is the focus. The historical literature typically features tales of rural economic decline, changing demography, and emerging industrial culture from the Civil War through the Cold War. The second perspective also deals with major social transformations in economy, location, and occupation, but deals with the international scene rather than the domestic. Both perspectives address the role of formal schooling in transforming rural populations into modern citizens. Braxton County, West Virginia, fits the rural community types of "depressed rural" and "isolated rural." Sociologists hypothesize about the potential for rural schools to bridge the alleged chasm between rural Appalachia and the national culture. Observations in Braxton County schools suggest that instructional and extracurricular activities are intentionally compensatory, designed to offset some of the perceived cultural disadvantages of regional rurality, isolation, and poverty. However, cultural opposition to mainstream educational goals arises from a strong sense of place, the hunting subculture, the lack of role models seeking career goals, fatalist and fundamentalist beliefs, and the low value placed on high school and higher education. (Contains 25 references.) (KS)

ED 366 476 RC 019 446

Polk, Stella Gipson
For All Those Pupils Whose Lives Touched Mine.

Secondary School Students; Teaching Methods; *Teaching Styles
IDENTIFIERS- Canada; Native Americans

Learning styles are the mental processes and instructional settings a student uses most effectively while learning. Five dimensions of learning style related to cognitive processes are global-analytic, verbal-imaginal, concrete-abstract, trial and error plus feedback versus reflective, and modality (preferred sense for input). In addition, there are learning style dimensions external to the learner, such as cooperative versus competitive instructional setting, group versus individual learning, and variations in physical setting. Cognitive learning styles are usually learned and used unconsciously, and are related to cultural teaching patterns used by parents and elders. Indian students tend to have strengths in the visual modality and toward the global, imaginal, reflective, and concrete ends of learning-style continuums. However, there is considerable diversity among Indian cultures and among individuals in the same culture. Teaching style is best defined as providing a teaching situation that emphasizes a certain learning style. Teachers can incorporate learning styles into their classroom strategies by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, and teaching students learning-style selection strategies. Examples are given. Appendices include identification scales for student learning style and teacher's own teaching style, behavioral indicators of learning styles, and observation techniques. (SV)

ED 366 494 RC 019 498

Facility and Telecommunications Needs of Tribally Controlled Community Colleges. Hearing before the Committee on Indian Affairs. United States Senate, One Hundred Third Congress, First Session (July 29, 1993).
PUB DATE- 94
NOTE- 124p.; Contains some broken print. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *College Buildings; *Community Colleges; Construction Costs; Construction Needs; Distance Education; Facility Requirements; *Federal Aid; Hearings; *Telecommunications; *Tribally Controlled Education; Two Year Colleges
IDENTIFIERS- Congress 103rd; Equipment Needs

A Senate committee hearing received testimony on the condition of facilities at tribal colleges and on the role that telecommunications technology might perform in helping tribal colleges accomplish their mission. Representatives of tribal colleges described inadequate and unsafe buildings with leaky roofs and structural problems, trailers and donated spaces used as classrooms, problems with electricity and other utilities, growing enrollments and overcrowding, and the lack of federal funds for building repair and renovation. The telecommunications project director of the American Indian Higher Education Consortium summarized plans for an educational telecommunications network that would link tribal colleges, reservation schools, and tribal community-services agencies. Appendices contain prepared statements that describe the history of federal funding for tribal telecommunications and distance-learning projects; provide details on funding needed for construction projects and telecommunications equipment; and early 18th century to the time of the signing of the Declaration of Independence. Virginia, the oldest and most prosperous of Great Britain's North American colonies, assumed a leading role in the political life of the colonies. Some in 17th century Virginia had seen political involvement as a means of protecting their personal property while enriching themselves further. Between 1680 and 1730 political life in Virginia became more stable. Prominent families began to consolidate their economic, social, and political positions, and came to dominate civil and religious life. Leaders in the earlier part of the century embodied a faith in unanimity, moderation, loyalty, virtue, and personal independence. The middle of the century brought a perceived moral decline and life of luxury bankrolled by growing debts to Britain. At the same time, the colonies began to come into conflict with the mother country over taxation. Virginia's contributions to the independent United States underscore the vitality and effectiveness of its 18th century political system. The book includes a pamphlet of teacher's notes, which contains a brief overview, an explanation of key terms, and six ideas for discussion and activities. (SG)

ED 366 515 SO 022 686

Paulston, Rolland G.
A Cognitive Mapping of Vision and Division in Comparative Education Texts.
PUB DATE- 92
NOTE- 23p.; Paper presented at the Annual Meeting of the International 30-October 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Mapping; Cognitive Processes; *Comparative Education; *Educational Research; Elementary Secondary Education; Higher Education; International Education; Learning Modalities; Learning Processes; Maps; Social Science Research; Social Sciences

The theoretical landscape in which scholars of comparative education work has become increasingly diverse and fragmented in recent years. This paper contends that cognitive maps can enable scholars to see better this shifting landscape. Mapping also is offered as a rationale by which social and intellectual worlds may be uttered and constructed in different ways according to different principles of vision and division. It is contended that failing to map the array of positions within the theoretical landscape prevents scholars from seeing more objectively their own vantage points and how their own perspectives relate to those of others. To illustrate the utility of such mapmaking, the changing ways of seeking comparative and international education through both textual analysis and the use of four figures or maps are examined. The changing representations of knowledge in the field since the 1950s, paradigms and theories today, and how diverse knowledge constructs may be mapped at micro and macro levels of social reality are reviewed and discussed. (DB)

ED 366 516 SO 023 202

Titus, Charles
Social Studies Teachers and Multicultural Education: A Pilot Study of Attitudes, Practices, and Constraints.
PUB DATE- 12 Aug 92

recommended readings for the teacher and advanced student. (SG)

ED 366 534 SO 023 688

After the Cold War: The U.S. Role in Europe's Transition. Alternatives for Public Debate and Policy Development. Choices for the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Oct 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Controversial Issues (Course Content); Discussion (Teaching Technique); *European History; Foreign Countries; Foreign Policy; *Futures (of Society); Higher Education; *International Relations; *Policy Formation; Problem Solving; *Public Policy; Secondary Education; *Social Change
IDENTIFIERS- *Europe

This document is part of a series that seeks to help people think constructively about foreign policy issues, to improve citizen involvement, and to encourage debate on public issues. "Europe in Turmoil: 1914-1945"; "The Search for Security: 1945-1985"; and "Revolutionary Changes in Europe: 1985-1993" are the issues for discussion. Options that the document suggests for debate appear under the headings "Promote Western Values"; "Protect Our Interests"; "Beyond Europe"; and "Reduce Our Obligations." There is also a discussion of "Europe's Uncertain Future." The document includes a note to teachers, a lesson plan and student activities, supplementary documents for the teacher, and a listing of suggested readings. (SG)

ED 366 535 SO 023 690

Makler, Andra
Social Studies Teachers' Conceptions of Justice.
PUB DATE- 19 Nov 93
NOTE- 25p.; Paper prepared for the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 1993). Title on cover page is "Teachers' Conceptions of Justice."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Definitions; Educational Research; Elementary School Teachers; Elementary Secondary Education; *Ethical Instruction; Interviews; *Justice; Moral Values; Secondary School Teachers; *Sex Differences; *Social Studies; *Teacher Attitudes

Prior research suggests that while males tend to equate justice with fairness, females associate justice with a responsiveness to individual circumstances that embodies an ethic of care. This document reports the conclusions of research examining what conceptions of justice are embedded in the taught curriculum and whether male and female teachers hold and express different views of justice. Eighteen teachers submitted to interviews for the study. All felt "teaching justice" was important and could cite specific topics and materials in use in their curricula. Two thirds claimed to teach about justice directly and intentionally, and the other third claimed to do so indirectly. Definitions of justice emerged as primary theme

Through these activities, students learn about Smokey Bear, about forests as habitats, and about what they can do to protect the forests. The kit encourages children to recognize Smokey Bear as a symbol of forest fire prevention and to take pride in their own responsible behavior toward fire. The lessons and activities in the guide were designed for the classroom teacher of kindergarten and first, second, and third grades. The kit provides 11 lessons that include both individual and whole group activities. The booklet provides teachers with background facts about Smokey Bear, fire, and forest habitats. Ten other activities comprise the main body of the document. Each activity is described, and objectives, grade level, group size, and materials are specified. A reading list, additional classroom resources, a colorful poster, and a puzzle are included. (LL)

ED 366 554 SP 034 942

Shape of the Nation 1993: A Survey of State Physical Education Requirements.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Federal Legislation; *National Surveys; *Physical Education; *Physical Education Teachers; Program Budgeting; Program Descriptions; *Program Implementation; *State Departments of Education; *State Programs
IDENTIFIERS- *State Initiatives

Despite an act of Congress encouraging state and local governments and local educational agencies to provide high quality daily physical education programs for all K-12 students, there is no federal law mandating physical education. Each state decides if physical education should be offered and how much time should be devoted to it. This booklet reports on the Shape of the Nation Survey conducted by the National Association for Sport and Physical Education (NASPE) in 1993. The survey, first conducted in 1987, queries Departments of Education in the 50 states and the District of Columbia regarding kindergarten through grade 12 physical education programs in their states. The publication provides survey findings, recaps 1987 results, and gives NASPE recommendations. The main body of the document is devoted to brief descriptions of physical education in each state. For each state the following topics are covered: the availability of and mandate for physical education programs, an overview of who is teaching physical education, examples of special state needs and initiatives, and names and addresses of contact persons. Overall findings suggest that while the number of states mandating physical education has increased to 46 from 42 in 1987, physical educators are under intense pressure to defend their programs during these cost-cutting times. (LL)

ED 366 555 SP 034 945

Promoting Achievement in School through Sports. Third-Year Impact Study.
PUB DATE- Sep 93
NOTE- 5p.; For the first- and second-year studies, see ED 351 330 and ED 357 026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

exercise and activity for healthy older adults and to use those data as a basis for developing physical exercises and activities for older adults with mental impairments. An 8-week exercise program was developed and evaluated to determine its effect on satisfaction and quality of life for 24 older adults (ages 73-96) with mental impairments and to provide a demonstration of a comprehensive exercise program for older adults with Alzheimer's disease or dementia living in long-term care facilities. The exercise program was designed to improve physical flexibility of the shoulders, back, and posterior legs and to improve grip strength. The program was designed to consider symptoms and behaviors of the target population, such as short attention spans, cognitive processing deficits, and agnosic reactions. Findings indicated that the exercise program resulted in some improvements and retention of flexibility and strength abilities. The Life Satisfaction Scale (LSS) was administered before and after the program, but 16 of the 24 subjects were unable to complete the LSS interview. Of the remaining eight subjects, all but one showed significant improvement in perceived life satisfaction. (Contains approximately 160 references.) (JDD)

ED 366 574 SP 034 990

Kondo, Allan
The Family Life Education Project in Fiji: A Case Study. Lessons Learned Series in Population Education and Communication.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Case Studies; Developing Nations; Drug Abuse; *Early Parenthood; *Family Life Education; Foreign Countries; Illegitimate Births; Incidence; Moral Values; *Program Development; Secondary Education; *Sex Education; Venereal Diseases
IDENTIFIERS- *Fiji

The Family Life Education project in Fiji began in 1985 to deal with the problem of a high percentage of illegitimate births among teenage girls and a high incidence of sexually transmitted diseases. The project also hoped to foster the development of understanding and responsible attitudes and moral values in relation to sexual development and relationships on the part of students and parents. The program was established by gaining parental and community support, developing curriculum and instructional materials, training teachers, and then introducing family life education into 104 secondary schools in Fiji. AIDS (Acquired Immune Deficiency Syndrome) education and alcohol/drug abuse education were integrated into the family life program. A 45-minute video program, titled "TALANOA," was produced to stimulate discussion on sex, abortion, family planning, sexually transmitted diseases, and boy-girl relationships. The family life course is optional, with the expectation that it will be made compulsory in the near future. Anecdotal evidence of the program's impact is cited, and lessons learned in the areas of program development, materials development, teacher training, and program evaluation are highlighted. (JDD)

ED 366 575 SP 034 991

A Compliance Review of HIV/AIDS Instruction in New York City teachers' knowledge of and attitudes toward cooperative learning. Data were gathered utilizing a pre/post course attitude survey, a pre/post class true/false test, postclass interviews, and interviews conducted with subjects during their respective student teaching experiences. Participants were elementary education majors (N=53) who were enrolled in one or more of three methods classes. Fourteen class members participated in post class interviews and two members were followed from the methods classes into their respective student teaching experiences. Findings indicate that instruction and experiences with cooperative learning in the three methods classes appeared to have had a positive effect on subjects' attitudes and knowledge related to cooperative learning; they also showed that, consistent with the literature, subjects recognized the pedagogical value of preservice teacher education experiences that enabled them to learn about cooperative learning as a model of instruction and provided them with the opportunity to experience the model. Tables display statistical data. The attitude survey, true false test, and procedures for analyzing qualitative data are appended. (LL)

ED 366 593 SP 035 048

Fero, George J.; Bush, Betty J.
Beginning Teacher Perceptions of Parent Role in Education Setting.
PUB DATE- Feb 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Beginning Teachers; Education Courses; Elementary School Teachers; Elementary Secondary Education; Higher Education; Literature Reviews; *Parent Role; *Parent School Relationship; *Preservice Teacher Education; Secondary School Teachers; *Teacher Attitudes; Teaching Experience; Theory Practice Relationship
IDENTIFIERS- Idealization; *Perceived Reality; *Preservice Teachers

The purpose of this study is twofold: (1) to identify beginning teachers' perceptions of the role parents play in their children's education; and (2) to investigate the congruency of beginning teachers' perceptions with information presented in teacher education courses. A survey, completed by 178 second- and third-year teachers in Missouri, suggests that the role of parents is for the most part congruent with what is being taught in preservice teacher education; that concerns of beginning teachers change by the second year of teaching; that beginning teachers are not intimidated by parents, but rather look forward to the first parent conference; and that a relationship exists between grade levels taught and perceptions of parental involvement. Based upon research findings it is recommended that a longitudinal study be conducted to measure differences in perceptions between preservice teachers at graduation and novices upon completion of 2 years of teaching. (LL)

ED 366 594 SP 035 054

Goodlad, John I., Ed.; And Others
Places Where Teachers Are Taught. First Edition.
PUB DATE- 90

IDENTIFIERS- Bureau of Labor Statistics; Bureau of the Census; Higher Education General Information Survey; High School Transcript Study 1987; Integrated Postsecondary Education Data System; National Education Goals 1990; Recent College Graduates Study 1987 (NCES)

This compilation of recent statistical information on science and mathematics degrees in the United States also describes the larger environment of employment of individuals with science and mathematics degrees and provides some information on non-U.S. citizens receiving degrees in these areas. Data are derived from four survey programs of the National Center for Education Statistics, as well as from other government agencies. On the national level, bachelor's degrees in science and mathematics declined by close to 16 percent between 1985-86 and 1989-90, in contrast to an increase of 6 percent in bachelor's degrees overall. Decreases were found for every state. In contrast, master's degrees in science increased in 37 states and doctoral degrees in science increased in 44 states in the same period. On the national level, master's degrees in science and mathematics rose by 9 percent and doctor's degrees in these field rose by 25 percent. Increases were noted for computer sciences, engineering, and health sciences, but decreases were seen for the agricultural sciences, life sciences, and physical sciences. Nonresident aliens were awarded over 50 of all doctor's degrees in engineering and mathematics in 1989-90, and master's and doctor's degrees in these field increased at a faster rate for nonresident aliens than for U.S. students. Forty-five tables and four charts summarize information on degrees attained. A glossary of terms and a guide to data sources are included. (SLD)

ED 366 615 TM 020 986

Salganik, Laura Hersh; And Others
Education in States and Nations: Indicators Comparing U.S. States with the OECD Countries in 1988.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Background; Comparative Analysis; Demography; Educational Attainment; Educational Change; *Educational Finance; Educational Planning; Educational Policy; Elementary School Students; Elementary Secondary Education; Enrollment; Expenditure per Student; Expenditures; *Foreign Countries; Geographic Distribution; Grade 8; Higher Education; Human Geography; *International Studies; Labor Force; Mathematics Achievement; *Outcomes of Education; Participation; Population Distribution; Standards; *State Norms; State Surveys; Tables (Data)
IDENTIFIERS- *Educational Indicators; National Assessment of Educational Progress; OECD CERI International Indicators Project; Organisation for Economic Cooperation; World Future Society

This report is based on the first international education indicators produced by the Organization for Economic Co-operation and Development (OECD). The 16 indicators were chosen to take advantage of data available in "Education at a Glance," the most up-to-date set of international educational indicators. Indicators are grouped into categories of: (1)

Learning Strategies; *Problem Solving; Self Esteem; Skill Development; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Creative Problem Solving for Kids; Criterion Referenced Tests of Talent

To determine if differing ability levels will affect the acquisition of problem-solving skills and self-esteem as a result of participation in two approaches to teaching problem-solving skills, a study was conducted with sixth graders in a posttest-only control group experimental design. Subjects were 102 sixth graders randomly assigned to 5 classes. Two classes participated in the Creative Problem Solving (CPS) for Kids approach to teaching problem solving. Two classes received computer-assisted instruction in problem-solving designed by the Minnesota Educational Computing Consortium, and one class was a control group. Both approaches consisted of five 3-minute lessons per week for 6 weeks. Results suggest that thinking-skills instruction does impact the development of creative and critical thinking and that the acquisition of these skills has a positive effect on self-esteem. The study also provides evidence that the length of training is an important consideration in providing thinking-skills instruction, and that such instruction should be an integral part of the curriculum rather than a supplementary or isolated program. In addition, thinking-skills instruction is appropriate for students at all ability levels. Seven figures and 12 tables present study findings. (Contains 17 references.) (SLD)

ED 366 633   TM 021 031

Burry-Stock, Judith A.; Oxford, Rebecca L.
Expert Science Teaching Educational Evaluation Model (ESTEEM) for Measuring Excellence in Science Teaching for Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Constructivism (Learning); *Criteria; Educational Assessment; Educational Change; Educational Practices; Educational Quality; Elementary Education; Elementary School Students; *Elementary School Teachers; *Evaluation Methods; Models; Outcomes of Education; *Professional Development; Qualitative Research; Science Education; *Science Instruction; Thinking Skills
IDENTIFIERS- Expert Novice Problem Solving; Experts; *Expert Science Teaching Evaluation Model; *Teacher Centered Instruction

This paper discusses the development and theoretical premises of the Expert Science Teaching Evaluation Model (ESTEEM) as well as research into this model from 1990 through 1993. ESTEEM was developed under the aegis of the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) with major goals of defining expert science teaching, developing instruments to assess it, and developing an expert teaching model. Both qualitative and quantitative analyses have been done to develop and validate the first instruments and have involved nearly 200 fourth- through eighth-grade teachers. The studies have indicated that expert teachers are defined by the evaluation criteria and that there is only about a 50% agreement in the top quartile of teachers sorted by two developed measures, the Classroom Observation Rubric and the

This study introduces procedures for constructing a proficiency scale for a large-scale test by applying Tatsuoka's Rule Space Model. The SAT Mathematics (SAT M) Section 2 is used for illustrating the process and the results. A task analysis is summarized in a mapping sentence, and then 14 processes and content attributes are identified for explaining the underlying cognitive aspects of the examinees' performance on the SAT M. Analysis results show that almost 98 percent of 2,334 examinees are successfully classified into one of 468 cognitive states. The cognitive states are characterized by mastery or nonmastery of the 14 attributes. Attribute Characteristic Curves, which are conditional probability functions defined on the SAT Scale, are introduced and used for interpreting an examinee's proficiency. Prototypes of a student's performance report and a group performance report are given as examples of possible ways for summarizing the analysis results. The study contains 19 tables and 1 figure. One appendix (two tables) introduces the Rule Space Model. (Contains 38 references.) (Author)

ED 366 652   TM 021 076

Katz, Irvin R.; And Others
Extending the Rule Space Model to a Semantically-Rich Domain: Diagnostic Assessment in Architecture.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Architects; *Architecture; Classification; *Cognitive Processes; Educational Assessment; *Educational Diagnosis; Item Analysis; Item Response Theory; *Knowledge Level; Problem Solving; Semantics; *Test Construction; Test Items
IDENTIFIERS- Domain Analysis; *Rule Space Model

This paper presents a technique for applying the Rule Space Model of cognitive diagnosis (Tatsuoka, 1983) to assessment in a semantically rich domain. Responses of 122 architects to 22 architecture test items developed to assess a range of architectural knowledge were analyzed using Rule Space. Verbal protocol analysis guided the construction of a model of examinee performance, consisting of processes for constructing an initial representation of an item (labeled "understand"), forming goals and performing actions based on those goals ("solve"), and determining whether goals have been attempted and satisfied ("check"). Item attributes derived from these processes formed the basis for diagnosis. Successful diagnostic classifications were obtained for approximately 65 percent, 90 percent, and 40 percent of examinees based, respectively, on attributes associated with the "understand," "solve," and "check" processes of the problem-solving model. The findings support the effectiveness of Rule Space in a complex domain and suggest directions for developing new architecture items by using attributes particularly effective at distinguishing among examinees of different ability levels. Nine tables and three figures present study data. (Contains 23 references.) (Author/SLD)

ED 366 653   TM 021 077

Sheehan, Kathleen M.; And Others
A Diagnostic Classification Model for Document Processing Skills.

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report analyzes the longitudinal effects of schoolwide Chapter 1 initiatives on student reading achievement in 40 elementary schools in a large urban school district. The analyses find that, compared to control students, first-graders in schoolwide projects showed no achievement effects, second-graders showed positive significant effects, third-graders showed negative effects, and fourth- and fifth-graders showed positive but nonsignificant effects. Strong gender, age, and race effects occur throughout the grades; by fifth grade, however, the race effects are no longer significant. Analyses were also conducted of the effects on student reading achievement of various components implemented in schoolwide project sites. The components were examined in three categories: (1) minimal requirements within the central/district framework, such as funding school-community coordinators and program support teachers; (2) how schools allocated their resources within schoolwide projects, such as for tutors, full-day kindergarten, or classroom assistants; and (3) other existing Chapter 1 funded programs still operating within the schoolwide project framework. (Contains 35 references.) (Author)

ED 366 672 UD 029 689

Bowers, Betty J.

A Program To Increase Black Student Participation in Extracurricular Activities in Grades 9-12 through Teacher, Parent, and Community Involvement.

PUB DATE- 9 Feb 93

NOTE- 110p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Attitude Measures; *Black Students; *Community Involvement; Extracurricular Activities; High Schools; High School Students; *Parent Role; Student Alienation; *Student Attitudes; Student Interests; *Teacher Role

This paper describes a practicum that aimed to increase black students' participation in extracurricular activities and school clubs. The lack of participation resulted in black students' feelings of alienation and negative attitudes toward the school. The program's goals were: (1) to increase the number of black students participating in extracurricular activities and school clubs; (2) to make students aware of the existing clubs; and (3) to improve black students' self-esteem. To attain the goals, the program used club orientation sessions, guest speakers, and a workshop that focused on building positive self-esteem, parent and community involvement, and conflict resolution strategies. The data indicated that for the 30 students as a group, participation in extracurricular activities and school clubs increased by 100 percent. All student participants became knowledgeable about the existing school clubs, and there was a 100 percent increase in self-esteem. The results confirm that a club orientation program, combined with parent, teacher, and community involvement, can benefit all students, not just black students. Appendices, comprising 35 percent of the paper, provide various study documents such as student surveys and assessment instruments. (Contains 21 references.) (Author/GLR)

ED 366 673 UD 029 690

Huang, Gary

DESCRIPTORS- Academic Achievement; Academic Standards; Comparative Analysis; *Compensatory Education; Educational Legislation; *Educationally Disadvantaged; Elementary Secondary Education; Expenditures; Needs Assessment; Program Evaluation; School Districts; *Statistical Data; *Student Improvement; Tables (Data)
IDENTIFIERS- *Arkansas; Education Consolidation Improvement Act Chapter 1; Normal Curve Equivalent Scores

This document first provides an overall explanation of the Education Consolidation Improvement Act Chapter 1 and then describes Arkansas' involvement in Chapter 1 services. The report reveals that there were 76,588 Arkansas students who received Chapter 1 services in fiscal year (FY) 92, which amounted to a 7 percent increase over the previous year. Statistical data cover the following areas: (1) the number of local education agencies that participate in Chapter 1; (2) the ethnic distribution of students in Arkansas using Chapter 1 services; (3) the total number of students using Chapter 1 services by grade level; (4) the total distribution of Chapter 1 expenditures for all state institutions for 1991-92; (5) 1992 achievement levels in reading, mathematics, and language arts; and (6) the prevalence and costs of various kinds of staff members employed in Chapter 1 programs during both the regular term and summer school. Data show that for FY 92, Chapter 1 funding was over $65 million for public school students, an 18.1 percent increase over FY 91. Achievement tests show that reading, language arts, and mathematics programs across Arkansas have been improved, with the average Normal Curve Equivalent Score gains across all grades being positive, except in math for advanced skills in grades 10 and 11. (GLR)

ED 366 692 UD 029 716

Dialogues for Diversity: Community and Ethnicity on Campus. The Project on Campus Community and Diversity.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Role; *Colleges; College Students; Counseling Services; *Educational Environment; Educational Philosophy; Educational Quality; *Ethnic Groups; Ethnic Relations; Higher Education; Institutional Mission; Leadership Responsibility; Minority Groups; Outreach Programs; *Universities
IDENTIFIERS- *Diversity (Groups); Diversity (Student)

This book is designed to help groups of individuals on campuses initiate and conduct focused discussions of the role of ethnic diversity in the daily lives of students at colleges and universities. The volume contains a variety of discussion materials including extended case studies; short case studies and exercises termed "thought experiments"; dialogues termed "dilemmas"; topical essays; and quotations from students, faculty members, and administrators termed "voices of experience." Seven areas of concern in which ethnic diversity is examined include the following: (1) institutional mission and diversity; (2) strengthening the institutional community and academic values; (3) diversity and educational quality; (4) campus climate; (5) student development and ethnic identity; (6) the role of the faculty; and (7) the leadership needed for beneficial diversity. The final section offers suggestions

Summary of Educational Benefits under the Montgomery GI Bill-Active Duty Educational Assistance Program, Chapter 30 of Title 38 U.S. Code. Revised.
PUB DATE- May 93
NOTE- 25p.; For a related pamphlet, see HE 027 098.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; Enlisted Personnel; *Federal Aid; Financial Aid Applicants; Financial Support; Higher Education; *Military Personnel; *Specifications; *Student Financial Aid; Student Loan Programs; *Training Allowances
IDENTIFIERS- *GI Bill; Veterans Educational Assistance Program

This pamphlet provides a summary of the educational benefits available to United States Armed Services enlisted and discharged personnel under the Montgomery GI Bill Active Duty Educational Assistance Program, Chapter 30 of Title 38 U.S. Code, Public Law 101 347. The pamphlet, in question and answer form, includes information describing how qualified persons can receive payments under the program and suggestions on where to go to for help and obtain more detailed information. Twenty-six specific questions cover such concerns as eligibility, how long educational assistance is available, how much assistance one can receive, types of training allowed and the restrictions that exist, counseling availability, criteria for continuing financial support, and what responsibilities the recipient has in regards to enrollment changes and payment discrepancies. (GLR)

ED 366 256 HE 027 098

Summary of Educational Benefits under the Montgomery GI Bill-Selected Reserve Educational Assistance Program, Chapter 106 of Title 10 U.S. Code. Revised.
PUB DATE- Jul 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; *Federal Aid; Financial Aid Applicants; Financial Support; Higher Education; *Military Personnel; *Specifications; *Student Financial Aid; Student Loan Programs; *Training Allowances
IDENTIFIERS- *GI Bill; *Selective Service

This pamphlet provides a summary of the educational benefits available to U.S. Selective Reserve personnel under the Montgomery GI Bill-Selected Reserve Educational Assistance Program, Chapter 106 of Title 10 U.S. Code, Public Law 101-237. The pamphlet, in question and answer form, includes information describing how qualified persons can receive payments under the program and suggestions on where to go to for help and obtain more detailed information. Twenty-six specific questions cover such concerns as eligibility, how long educational assistance is available, how much assistance one can receive, types of training allowed and the restrictions that exist, counseling availability, criteria for continuing financial support, and what responsibilities the recipient has in regards to enrollment changes and payment discrepancies. (GLR)

ED 366 257 HE 027 099

per Student; *Expenditures; *Financial Exigency; Financial Problems; *Financial Support; *Fiscal Capacity; Foreign Countries; Higher Education; Operating Expenses; Resource Allocation; State Government; Tuition; Universities
IDENTIFIERS- *Ontario

This report reviews economic factors affecting the universities of Ontario, Canada. In 34 tables and 25 figures it provides comparative data with other Canadian and American institutions over the past 15 years. An executive summary reveals that operating grants from the Ontario government have been declining, and that many universities have been forced to lay off staff and reduce spending in response to budgetary difficulties. In addition, public financial support, transfer payments, and provincial support to Ontario universities have not kept up with economic growth or the growth of government. Canadian universities receive about 25 percent less government support for each student than they did in 1977-78 (compared to the 10 percent decrease for U.S. universities in the same time period). Tuition fees have increased less over the course of the past decade in Ontario than in any other part of the country. Ontario universities are also spending 17 percent less on salaries for each student enrolled than in 1977-78 and less on buildings, land, and site services than have universities in seven of the nine other provinces. The report concludes that the continuing crisis of underfunding threatens both quality and accessibility unless increased financial support and greater funding is forthcoming. An appendix provides an update of the Ontario University Non-Salary Price Index. (GLR)

ED 366 276   HE 027 134

Student Loans. Millions Loaned Inappropriately to U.S. Nationals at Foreign Medical Schools. Report to Congressional Committees.
PUB DATE- Jan 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Agency Role; *Educational Quality; Federal Aid; Federal Regulation; Foreign Countries; *Foreign Medical Graduates; Government Role; Higher Education; Institutional Evaluation; *Medical Schools; *Student Financial Aid; *Student Loan Programs; Study Abroad
IDENTIFIERS- *Department of Education

This report evaluates the adequacy of the Department of Education's efforts to approve foreign medical schools for participation in the federal student loan program, and information needed by state medical boards to assess the quality of the education that foreign-trained physicians receive before granting them licenses. Findings indicate that the Department's standards for approving foreign medical schools to participate in the student loan program address only a portion of the standards for medical education covered in the U.S. accreditation process. In addition, not only does the Department do little to assess the adequacy of foreign schools' clinical training programs, but management problems at the Department have resulted in loans being made to students attending medical schools that the Department has neither reviewed nor approved. The state medical boards have also found great difficulty in acquiring information on foreign schools' quality, forcing them to attempt a thus far unsuccessful attempt to get this information themselves. The report contains

International Conference on Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Developing Nations; *Distance Education; *Educational Technology; Elementary Secondary Education; *Foreign Countries; Higher Education; *Information Networks; Program Development; Technological Advancement; *Teleconferencing
IDENTIFIERS- Brunei; Guyana; Kenya; Mauritius; Namibia; Solomon Islands; Student Support Services; *Technological Infrastructure

Issues involved in establishing and supporting distance education in developing countries are explored, focusing on the role of teleconferencing in support of distance learners. One of the distinctive features of an effective distance education system is the quality of its learner support services. The development of an efficient infrastructure through which support and face-to-face contacts can be provided is relatively expensive in financial terms and opportunity costs for the learner and the teacher. When cutbacks are needed, face-to-face contacts are usually the first to be reduced. The potential of teleconferencing for delivering this sort of support is apparent, but has not been fully tapped. In this respect, developing countries cannot afford to lag behind telecommunications advances. Some examples of effective teleconferencing use in Kenya, Namibia, Mauritius, the Solomon Islands, Guyana, and Brunei are given. (Contains 4 references.) (SLD)

ED 366 297 IR 016 493

Kuhn, Allan D.
Quo Vadimus? The 21st Century and Multimedia.
PUB DATE- Nov 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Futures (of Society); Higher Education; Hypermedia; Industrial Training; Information Management; Information Science; Information Technology; *Multimedia Instruction; *Scientific and Technical Information; Technological Advancement
IDENTIFIERS- Computer Integrated Technology; Examples; *Multimedia Materials; National Aeronautics and Space Administration; Virtual Reality

This paper relates the concept of computer-driven multimedia to the National Aeronautics and Space Administration (NASA) Scientific and Technical Information Program (STIP). Multimedia is defined here as computer integration and output of text, animation, audio, video, and graphics. Multimedia is the stage of computer-based information that allows access to experience. This paper draws in the concepts of hypermedia, intermedia, interactive multimedia, hypertext, imaging, cyberspace, and virtual reality. Examples of these technology developments are given for NASA, private industry, and academia. Examples of concurrent technology developments and implementations are given to show how these technologies, along with multimedia, have put us at the threshold of the 21st century. The STIP sees multimedia as an opportunity for revolutionizing the way scientific and technical information is managed. There is a vast opportunity for looking at multimedia applications, an important part of the change. In the first place, they can serve as composition tools. Word processors support students in many writing tasks, and the more complex multimedia composing tools provide a rich context for writing and other expression. Computer-based resource tools include multimedia databases and online educational services to enhance the writer's reach. Communication tools include electronic mail, real-time conferencing, discussion forums, and bulletin boards. Technology can be a powerful tool for teachers and schools that are committed to an integrated language approach. Accompanying discussions examine student note-taking from computer-based materials and the use of computers in adult literacy programs. (Contains 4 references.) (SLD)

ED 366 317 IR 016 518

Muffoletto, Robert, Ed.; Knupfer, Nancy Nelson, Ed.
Computers in Education: Social, Political, and Historical Perspectives. Media Education Culture Technology.
PUB DATE- 93
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Managed Instruction; *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Media; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; *Social Influences
IDENTIFIERS- Historical Background

This book is a collection of new works that inquire into the nature of media and technology as found and practiced in the social world of schooling. It creates a forum for investigating the social, institutional, historical, and epistemological relationships between media, education, culture, and technology. Contributions to the book include: (1) "Social Science, Social Movements, and the Production of Educational Technology in the U.S." (Thomas S. Popkewitz and David S. Shutkin); (2) "Education as Marketplace" (Howard Besser); (3) "Technology in Education: An Historical Perspective" (Alfred Bork); (4) "The Expert Teaching Machine: Unpacking the Mask" (Robert Muffoletto); (5) "The Mythical Anxieties of Computerization: A Barthesian Analysis of a Technological Myth" (Andrew R. J. Yeaman); (6) "Educational Technology, Curriculum Theory, and Social Foundations: Toward a New Language of Possibility" (J. Randall Koetting); (7) "Instructional Design and Human Practice: What Can We Learn From Grudy's Interpretation of Habermas' Theory of Technical and Practical Human Interests?" (Michael J. Streibel); (8) "Teachers and Educational Computing: Changing Roles and Changing Pedagogy" (Nancy Nelson Knupfer); (9) "Reading Educational Computer Programs" (Ann DeVaney); (10) "Aesthetics and the Social Production of Computer Graphics" (Kerry Freedman); (11) "A Learning Drama Approach to Using Computers with At-Risk Students" (Stanley Pogrow); (12) "Economic, Political, and Social Considerations in the Use of Global Computer-Based Distance Education" (Marina Stock McIsaac); and (13) "Computers and Copyright Concerns" (Landra L. Rezabek). The book contains a prologue about the contributing authors. References accompany each contribution. (TMK)

ED 366 318 IR 016 519

Educational Technology Curriculum: K-12. Living with Technology:

"Usage Patterns in a Middle School Library: A Circulation Analysis" (Linda H. Bertland); "The Online Catalog: A Tool for Collection Management" (Catherine Murphy); "A Summary from 'Microcomputer Stand-Alone Online Public Access Catalogs: Practices and Attitudes of School Library Media Specialists toward Standardization" (Catherine Murphy); " The Impact on the School Library of Online Access to Academic Libraries: Implications for the Future" (Kathleen W. Craver); "The Effectiveness of an Online Catalog" (Leslie Edmonds, Paula Moore, and Kathleen Mehaffey Balcom); and "Elementary School Children Express Their Need for Catalog Information" (Roberta Welsh Lewis). A list of recommended readings is included. (MES)

ED 366 337 IR 054 802

The Electronic Doorway Library: Meeting the Information Needs of the People of New York State.
PUB DATE- 93
NOTE- 29p.; This document is the second statewide Automation Plan for Libraries. It succeeds the combination of "Libraries & Technology: A Strategic Plan for the Use of Advanced Technologies for Library Resource Sharing in New York State"; see ED 286 523 and "Technology & Access: The Electronic Doorway Library"; see ED 319 387.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Information Technology; Integrated Library Systems; *Library Automation; Library Development; Library Networks; *Library Planning; Library Services; *State Programs; User Needs (Information)
IDENTIFIERS- *Electronic Libraries; *New York

This document, like its predecessor, will serve as a blueprint for and a means of communication about statewide library automation. The original plan introduced the concept of the electronic doorway library as a way to explain the changes occurring in the delivery of library services. Through 14 assumptions, 32 recommendations, and implementation guidelines, the new plan further develops this concept as the mechanism by which libraries in New York will be best able to serve their users in the developing networked world. The electronic doorway concept captures the idea of what libraries in New York are becoming or should become. Appendix A presents the electronic doorway implementation guidelines, while appendixes B, C, D, and E present an application form, a glossary, standards and protocols, and a list of committee members. (SLD)

ED 366 338 IR 054 811

Library Services to Ethnic Minority Populations: Long Range Plan.
PUB DATE- 3 Aug 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; American Indians; Asian Americans; Blacks; *Cultural Differences; Demography; Elementary Secondary Education; *Ethnic Groups; Higher Education; Hispanic Americans; Learning Resources Centers; Library Collection Development; *Library Development; *Library Planning; *Library Services; Long Range Planning; *Minority Groups; Public Libraries; Recruitment; School Libraries; State Programs

centered methods using a wide variety of library resources; and (4) "Bringing It All Together" suggests how libraries, literacy programs, and other community organizations can work together to build a broad-based literacy coalition for their community. Included in the appendices are word lists; vowel patterns; rules for syllabication; and a sample evaluation form for adult new readers. (JLB)

ED 366 359   IR 054 845

Lancaster, Frederick Wilfrid, Ed.
Libraries and the Future: Essays on the Library in the Twenty-First Century.
PUB DATE- 93
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Artificial Intelligence; *Change; Electronic Publishing; Foreign Countries; *Futures (of Society); Information Needs; *Information Services; *Information Technology; Librarians; *Libraries; Library Collections; Library Role; Technological Advancement
IDENTIFIERS- Brazil; Third World; United Kingdom; United States

The essays collected in this volume present the personal visions of several individuals, mostly librarians and other information professionals, on what the library might look like 25 or 30 years from now. The contributors represent a wide variety of libraries and related institutions on four continents. The essays collected are: "Introduction: Threat versus Opportunity" (F. W. Lancaster); "Shaping the Future for Libraries Through Leadership and Research" (W. David Penniman); "Libraries as Bridges; Librarians as Builders" (Pat Molholt); "The Neographic Library: A 30-Year Perspective on Public Libraries" (Kenneth E. Dowlin); "Visions of Academic Libraries in a Brave New Future" (Philip H. Young); "The Library of the Future" (David Raitt); "Libraries and Information Services in 25 Years' Time: A British Perspective" (Maurice B. Line); "Libraries and Information Services in Third World Countries" (A. Neelameghan); "Perspectives for Information Services and Professionals in Brazil" (Jeannette Marguerite Kremer); "The Metamorphosis of Libraries During the Foreseeable Future" (Frederick G. Kilgour); "Artificial Intelligence and Expert Systems: How Will They Contribute?" (F. W. Lancaster); and "The Virtual Information Center: Scholars and Information in the Twenty-First Century" (Lauren H. Seiler and Thomas T. Surprenant). (JLB)

ED 366 360   JC 930 494

Shepard, Ira Michael; And Others
ADA Audit, Transition Plan, and Policy Statement for Higher Education. Manual and Workbook.
PUB DATE- 92
NOTE- 354p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Civil Rights Legislation; Community Colleges; *Compliance (Legal); Design

survey. Finally, the manual presents a sample telecourse syllabus, which provides information about the instructor, a course description, logistical information, and material on assignments and grading. (MAB)

ED 366 377 JC 940 097

Prather, George
The Who, Whom, What, and How of Institutional Accountability.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Convention of the Community College League of California (Burlingame, CA, November 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Role; Community Colleges; Educational Legislation; Educational Policy; *Evaluation Criteria; Evaluation Needs; *Evaluation Problems; Models; Outcomes of Education; Role of Education; School Community Relationship; School Effectiveness; *Self Evaluation (Groups); *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

An accountability model for the California community colleges must be based on an extensive discussion of precisely who is being held accountable, to whom are they responsible, what are they responsible for, and how will such responsibility be enforced. In developing its model, the Assembly Bill 1725 Accountability Task Force of the California community colleges defined accountability as a condition rather than a relationship and gave short shrift to the specification of expectations, focusing instead on the enumeration of indicators and the communication of evidence. The California community colleges are accountable not only to state government and to local district authorities, but to students, employers (of graduates), articulated institutions and programs, and to each other. With respect to the issue of who is being held accountable, a true accountability model would enable voters to hold elected officials responsible for the performance of community colleges in the same way that administrators are responsible to elected leaders. Regarding the question of what institutions are responsible for, outcomes rather than processes must be the primary medium of exchange in an accountability system. Among the five components of the Task Force's accountability system (i.e., student access, student success, student satisfaction, staff composition, and fiscal condition), only student success appears to be a truly first order outcome. With respect to the how of accountability enforcement, a mission-driven system must be created to replace the rule-driven system implicit in the present Task Force's accountability model. (PAA)

ED 366 378 JC 940 098

North Carolina Association of Community College Trustees Review, 1993.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; *College Administration;

placement tests at M-DCC, 36% were ready for college in all areas, 10 percentage points below that for the school system as a whole. Statewide, less than half of the Black and Hispanic high school graduates passed the three basic skills tests compared to 70% of White non-Hispanic and Asian graduates. The largest statewide difference for males and females was a four percentage point spread in math, with males passing at a higher rate. (AC)

ED 366 395 JC 940 118

Baldwin, Anne
Indicators of Success for University Transfer of Miami-Dade Community College Graduates in Business/Management, Computer Science, and Engineering. Research Report No. 93-03R.
PUB DATE- Feb 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Business Education; College Credits; *College Transfer Students; Community Colleges; Computer Science; Engineering Education; *Grade Point Average; Higher Education; Mathematics Tests; *Predictor Variables; State Universities; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Miami Dade Community College FL

While most associate in arts (AA) graduates who transfer to the Florida State University System (SUS) achieve satisfactory grade point averages, some do not. For Miami-Dade Community College (M-DCC) graduates, over 22% of the students in some disciplines have achieved grade point averages (GPA's) under 2.0. For the disciplines of Business/Management, Computer Sciences, and Engineering, which make up over 40% of M-DCC's annual graduations, the failure rate of transfers averaged 15% for the past several years. A study was conducted of 564 AA graduates who were attending 1 of 5 SUS campuses in fall 1988 and who were studying Business/Management, Computer Sciences, or Engineering. The study found that: (1) university GPA was best predicted by a combination of five variables (i.e., M-DCC GPA, College Level Academic Skills Test (CLAST) math scores, SUS credits earned, critical M-DCC major course credits earned, and the quality points of these major credits); (2) the variability of the cumulative university GPA was explained to the greatest extent by M-DCC GPA, and to a lesser extent by CLAST math score; (3) 83% of the failures at the university had overall M-DCC GPA's of less than 3.0; (4) 81% of those with high (3.5) university GPA's also had high M-DCC GPA's; (5) 63% of the A.A. graduates kept the same major in the upper division; and (6) based on their course-taking behavior, students could be categorized as high requisite, high prerequisite, sampler, or marginal types, with only the first group performing well in the SUS. (AC)

ED 366 396 JC 940 119

Belcher, Marcia J.
A Performance Feedback Survey for Administrators: Results of a Pilot Study. Research Report No. 93-04R.
PUB DATE- Jan 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Kalkoske, Mark S.
Sex Differences in Moral Orientation: Results from an Examination of Concurrent Correlates.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Childhood Attitudes; Elementary School Students; High Risk Students; Intermediate Grades; *Moral Values; Preadolescents; *Sex Differences; Teacher Attitudes; Value Judgment
IDENTIFIERS- Justice Reasoning; *Moral Orientation

This study examined the gender differences in moral orientation among 162 children, ages 11 through 13. Subjects were enrolled in the Minnesota Mother-Child Interaction Project, a longitudinal study of high-risk children and their families. Semi-structured interviews were used to determine each child's ability to understand and use moral orientations in the resolution of moral conflict. The interviews involved presenting a fable dilemma and asking how the subject would resolve it. Results of these interviews were then correlated with teacher rankings of emotional health, peer competence, internalizing and externalizing behaviors, school motivation, and verbal ability. Girls scored significantly higher on ability to use and understand care and used significantly more care considerations than boys. For boys, justice reasoning was correlated with emotional health and verbal ability, whereas for girls care correlated with verbal ability. (A copy of the fable dilemma is appended.) (MDM)

ED 366 414   PS 021 826

Fisher, Julie
A Descriptive Analysis of the Development of Reflective Practice in Early Years Classrooms.
PUB DATE- 93
NOTE- 10p.; Paper presented at the European Conference on the Quality of Early Childhood Education (3rd, Reading, England, United Kingdom, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conceptual Tempo; Curriculum Problems; Educational Practices; Educational Theories; *Elementary School Curriculum; Elementary School Students; Foreign Countries; Primary Education; *Teacher Attitudes; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; *England

A 1-year research project was designed to analyze an early childhood teacher's current teaching practices within a framework of existing theories and to address unexpected or anomalous situations by constructing and testing new categories of understanding, strategies of action, and ways of framing problems. The main teacher concern addressed by the project dealt with the increasing difficulty of promoting a developmental curriculum alongside Britain's national curriculum. Classroom observations and consultations revealed that it was important that: (1) children be enabled to take more control over their learning; (2) play be seen as the child's "work"; (3) the role of the teacher should incorporate

Low Income Families and African-American Families of Unmotivated and Underachieving Students.
PUB DATE- 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Academic Achievement; *Blacks; Early Childhood Education; Educational Attitudes; Educational Innovation; Elementary School Students; Elementary Secondary Education; Family Involvement; Family School Relationship; *High Risk Students; *Low Income Groups; *One Parent Family; *Parent Participation; Parent School Relationship; Preschool Children; Secondary School Students
IDENTIFIERS- African Americans; Parent Expectations

This book is designed to provide parents and educators with a set of innovative strategies effective in getting low socioeconomic status (SES) and African-American families meaningfully involved in the educational process of their children, thus motivating the children to achieve and behave better in school. Chapter 1 discusses the need for innovation in public elementary and secondary schools, stressing that schools should become more parent and family focused and that parents should become more actively involved with their children's schools. Chapter 2 examines the reasons why parents, especially single and African-American parents, do not get involved with their children's schools and suggests some strategies that educators can use to help improve parent involvement. Chapter 3 addresses the negative attitudes and experiences that many teachers have when attempting to increase low SES and African-American parent involvement, listing specific negative attitudes and experiences and suggesting ways to transform these negative experiences into positive ones. Chapter 4 explains the need for school administrators to actively promote parent involvement, providing specific suggestions for parent and family involvement programs and policies. Chapter 5 briefly discusses the importance of proper role models for low SES and African-American children and Asian-Americans' parental expectations. Contains 59 references. (MDM)

ED 366 435 PS 022 017

Amanna, Patricia
Developing an Administration and Supervision Training Program for Directors of Early Childhood Programs at a Local College.
PUB DATE- 93
NOTE- 56p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrators; Attitude Change; Curriculum Development; *Day Care; Early Childhood Education; *Educational Administration; *Management Development; *Professional Education; *Program Development; Program Evaluation

A program was developed at a local college to provide directors of child care centers, Head Start programs, nursery schools, and school-based early childhood programs with formal training in administration, supervision, and program development to help them better manage their programs. The program was the result of a collaborative effort by directors, college faculty and administrators, and other early childhood professionals in the as the most important among five measures of preference for school feedback, whereas a significantly higher proportion of Chinese than American students ranked "you are able to do better and better" or "how hard you work" as most important. The results suggest that the Chinese cultural values that place an emphasis on effort and self-improvement may be a reason why Chinese students' academic achievement tends to be higher than that of their American peers. (MDM)

ED 366 456 PS 022 088

Leung, Jupian J.
Family Configurations and Children's Perception of Parental Behaviors That Support Schoolwork.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Elementary School Students; *Family Structure; Intermediate Grades; Nuclear Family; One Parent Family; Parent Influence; *Parent Participation; *Parent Student Relationship; Secondary Education; *Secondary School Students; *Student Attitudes

A study was conducted to determine if family configuration was a factor in students' perception of parental behaviors that support schoolwork. A total of 439 public school and 399 parochial school students in grades 6 through 12 were surveyed. Results showed that students from intact, two-parent homes perceived greater parental concern and support for their schoolwork and greater parental help with their schoolwork than students from single-mother or step-father families. Consistent with those of other researchers who found that school performance is related to family configuration, these results suggest that to promote the development of school achievement values and behaviors among children from non-intact homes requires an increased emphasis on parental concern and support for schoolwork and parental help with that schoolwork. (MDM)

ED 366 457 PS 022 110

Leadership for Collaboration: Participant's Workbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 531p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; *Agency Cooperation; Child Caregivers; Community Resources; *Conferences; *Cooperation; *Early Childhood Education; Elementary School Teachers; Group Dynamics; Instructional Materials; *Leadership Training; *Participative Decision Making; Partnerships in Education; Preschool Teachers; Questionnaires; School Community Relationship; Workshops
IDENTIFIERS- United States (Southeast)

The Leadership for Collaboration training symposium, held on October 18 and 19, 1993, was intended to provide team-building, leadership, and collaborative skills to those involved and interested in the care and education of young children in the Southeastern United States. Sponsored by the SouthEastern Regional Vision for Education (SERVE), the 2-day program

PUB DATE- 89
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; Educational Change; Educational History; Elementary Secondary Education; *One Teacher Schools; Personal Narratives; Rural Areas; *Rural Schools; *Teacher Student Relationship; *Teaching Conditions; *Teaching Experience
IDENTIFIERS- Teacher Community Relationship; *Texas

This book describes the teaching experiences of Stella Gipson Polk, who taught in one-room schools in rural Texas. She was 16 at the time she took her first teaching job in 1918. After high school graduation, she had intended to enter a 4-year college or university. However, World War I left numerous schools without teachers as many were called into the service. Stella was persuaded by her sister and brother-in-law, who were both teachers, to take the state examination so that she could replace her brother-in-law when he left for the war. In 1921 she married Jack Polk, a rancher, and in 1930 their son Jackie was born. She continued to teach, taking her son with her to school. She gave up her dream of attending college as $80 a month was too much to pass up during the depression. Stella tells of the creativity needed to teach children of different ages, different backgrounds, and on occasion, different languages. She also describes the close and important relationship the school had with the community. In 1945 consolidation began, and within 2 years all the one-room schools had closed and children were bussed to town to attend school. She describes the initial problems with consolidation and her own feelings at losing the intimacy she had with her students in one-room schools. Stella Gipson Polk retired from teaching in 1965. (LP)

ED 366 477 RC 019 458

King, Sandra
Shannon: An Ojibway Dancer.
PUB DATE- 93
NOTE- 48p.; Photographs by Catherine Whipple.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; Adolescents; *American Indian Culture; American Indian Education; *American Indians; *Chippewa (Tribe); *Cultural Activities; *Dance; Family Life; Secondary Education
IDENTIFIERS- Beadwork; *Costumes; Cultural Maintenance

Intended for teenage readers, this book profiles 13-year old Shannon Anderson. Shannon lives in Minneapolis, Minnesota, with her grandmother, her two sisters, and two cousins. Shannon, who is an Ojibway Indian, practices the fancy shawl dance. This traditional dance requires the dancer to use fancy footwork and twirl a shawl. Shannon's younger sister and cousins are jingle dress dancers. A jingle dress is covered with small metal cones and makes a jingling sound as the dancer moves. Shannon, her sisters, and her cousins dance at powwows across Minnesota. Powwows are traditional Indian social events that feature drumming and dancing. Shannon's favorite is the annual powwow at the Mille Lacs Reservation (Minnesota), where many of her relatives live. Shannon and her family make many preparations for attending the Mille Lacs powwow including creating fancy dance costumes that involve intricate beadwork. Shannon and her discuss the history, socio-political environment, physical resources, educational accomplishments, enrollment trends, construction and renovation needs, and costs of capital improvement and renovation projects at Navajo Community College (Arizona/New Mexico). Photographs of Sinte Gleska University (South Dakota) facilities are included. (SV)

ED 366 495 RC 019 501

Villarreal, Abelardo
A Blueprint for an Educational Response to the Needs of Immigrant Students.
PUB DATE- Jan 94
NOTE- 6p.; For entire newsletter (theme: "Educating Recent Immigrants") from which this article was extracted, see RC 019 494.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Educational Environment; *Educational Strategies; Elementary School Students; Elementary Secondary Education; Equal Education; *Immigrants; Institutional Characteristics; Mexican American Education; *School Effectiveness; Secondary School Students; Student Adjustment; *Student School Relationship; Teacher Attitudes; *Teacher Expectations of Students

The United States is now experiencing a new wave of immigrants, which is expected to increase as a result of the North American Free Trade Agreement. Schools, particularly those in five states, are facing great challenges in their efforts to meet the educational needs of immigrant students, most of whom speak different languages and are poor. When school systems are unprepared for this influx, teachers and administrators feel overwhelmed and become defeatist. In order to provide the best instruction for all students, school personnel must have adequate knowledge and resources and must be able to rid themselves of negative stereotypes and expectations. Successful immigrant student programs emphasize student orientation to school and society, bilingual instruction, specialized instructional techniques, low student/teacher ratio, a wide range of support services, comprehensive staff development, multicultural education, and supportive environments. This article presents a framework for equity and excellence outlining aspects of school effectiveness correlates: (1) instructional leadership; (2) instructional focus; (3) safe and orderly school climate; (4) high student expectations; (5) monitoring and measuring progress; and (6) parent and community support. (SV)

ED 366 496 RC 019 502

Holderness, Susan T.
Empowering Teachers To Change Curriculum and Schools: Evaluation of a Program.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Cultural Pluralism; Curriculum Research; High Schools; Junior High Schools; *Multicultural Education; Research Methodology; Research Needs; Secondary School Curriculum; *Secondary School Teachers; *Social Studies; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Education; Teaching Methods

This document reports on a pilot study that sought: (1) to assess secondary social studies teachers' attitudes concerning multiculturalism; (2) to examine what the teachers are doing to infuse multiculturalism into the curriculum; (3) to determine the constraints on their implementation of multiculuralism; and (4) to explore teacher attitudes concerning preservice and inservice multiculural teacher preparation efforts. Twenty-six high school and junior high school teachers at five schools in mostly Caucasian communities took part in the 1992 study. Results suggest that most of the teachers have positive attitudes toward multicultural education and its infusion into the curriculum. Most respondents also agree that such education will increase understanding, concern, and cooperation among people in the years ahead. The majority reported that while they try to incorporate multiculturalism into the curriculum, lack of time, funding, administrative support, and training hamper their efforts. Findings suggest a need for additional, large scale inquiry into issues of multiculuralism in the social studies curriculum. The document contains nine references and three appendices. (SG)

ED 366 517 SO 023 358

Sportsmanship.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Athletes; *Athletics; Citizenship Education; Elementary Secondary Education; *Law Related Education; Self Control; Social Studies; Sport Psychology; *Sportsmanship; *Values
IDENTIFIERS- Ashe (Arthur); McSorley (Marty)

This publication is part of the Sports and the Law program sponsored by the Constitutional Rights Foundation. The program draws on young people's natural interest in sports to stimulate their involvement in education, and provides teacher training, lesson plans, a textbook and accompanying videotape, an annual conference, and classroom visits by sports and legal professionals. This issue contains four articles examining problems that athletes and others involved in sports are having following the laws and rules governing sports. The first article, "A Dangerous Game," discusses the positive and negative aspects of sports. The article suggests that it is difficult to identify at what point sports norms like "a quest for excellence" and "go for it" stop encouraging individual achievement and self esteem, and begin motivating athletes to act selfishly and take whatever measures are necessary to excel, regardless of the costs. The second article is an interview with Los Angeles Kings hockey player Marty McSorley. In the interview, teamwork, sportsmanship, and the spirit of competition are discussed. The third section is a collection of five photographs taken at the 1993 Sports and the Law clusters: (1) justice as right and wrong; (2) justice as fairness; and (3) justice as an ideal or standard. All teachers drew on ideas from all three clusters. Two secondary themes emerged: the idea of justice as requiring moral action and a belief in the relativity of justice. Language and examples that teachers offered were consistent across gender lines. The paper concludes that the topic is worthy of further investigation. Contains 30 references. (SG)

ED 366 536 SO 023 743

Laughlin, Mildred Knight; Street, Terri Parker
Literature-Based Art and Music: Children's Books and Activities To Enrich the K-5 Curriculum.
PUB DATE- 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art Education; *Childrens Literature; *Curriculum Enrichment; Elementary Education; Interdisciplinary Approach; *Learning Activities; *Music Education; Teaching Methods
IDENTIFIERS- *Trade Books

This document discusses using children's literature in the teaching of art and music. It is divided into two parts, the first of which deals with art programs, the second with music programs. Each part is divided into three chapters that are organized around an age or grade span. The grade divisions are: (1) kindergarten, transition, first grade; (2) second grade, third grade; and (3) fourth grade, fifth grade. The units provide suggested ideas for extending the art and music curricula beyond the scope and sequence that may have been developed in the local school district or at the state level. The concepts presented are basic and commonly are found in the scope and sequences of many curricula. The activities in many of the units are too long to be completed in one class period and may need to be adapted to the constraints of individual schedules. The units developed for each grade level are organized in a similar pattern. Each individual unit identifies objectives to be accomplished by using the trade books suggested. The objectives are written to be behavioral outcomes for students that teachers may use when preparing lesson plans. Knowledge and comprehension skills are basic for the objectives. Higher cognitive levels of appreciation, analysis, synthesis, and evaluation become more evident as progress through the grades is made. Each unit for both art and music includes a bibliography of recommended readings, provides a teacher or school library media specialist with an introductory activity, and suggests follow up activities for teachers and students to share. (DK)

ED 366 537 SO 023 750

Ehman, Lee H.
Channel One in Social Studies: Three Years Later.
PUB DATE- Nov 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletics; Eligibility; *Grades (Scholastic); High Schools; High School Students; Performance Factors; *Program Effectiveness; *Student Attitudes; Student Development; *Student Improvement
IDENTIFIERS- *Promoting Achievement in School through Sports

This study examined the impact of the PASS (Promoting Achievement in School through Sports) program on 59 high school students in 4 schools. The PASS program helps athletes to see the connections between athletic and academic success, and focuses on eight fundamental keys to success, including concentration, balance, relaxation, power, rhythm, flexibility, instinct, and attitude. The study found that, compared to control students, students who had completed a year of PASS were more likely to improve their grades and were more likely to restore eligibility to participate in sports. The paper concludes that the third-year impact study, as did the first and second year studies, confirms that PASS improves academic performance as measured by overall grade point average. It supports the premise of PASS that in order to improve academic performance for those students involved in athletics, there needs to be an increased, not a decreased, emphasis on the appropriate study and practice of sports. A statement of the goals of the American Sports Institute related to the PASS program is attached. (JDD)

ED 366 556 SP 034 946

AIDS Resource Manual. A Guide for Teaching about AIDS in Thailand.
PUB DATE- Apr 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; *Class Activities; Communicable Diseases; *Disease Control; Educational Games; Elementary Secondary Education; Foreign Countries; *Health Education; *Learning Activities; Symptoms (Individual Disorders); Teaching Methods; *Thai
IDENTIFIERS- Peace Corps; *Thailand

This resource manual discusses Acquired Immune Deficiency Syndrome (AIDS) and offers suggestions on activities and games that can be used to enhance education. The manual begins with question-and-answer sections that address basic facts about AIDS, such as its transmission, prevention, cure, infection in the workplace, loss of income from illness, and protecting one's family from AIDS. A section on teaching about AIDS lists ten tips for talking about AIDS, five techniques to avoid, some hints on talking to children about AIDS, age-appropriate AIDS education guidelines, tips for using condoms, and instructions for cleaning intravenous drug works. The next section provides 17 activities and games, such as a true/false test, the AIDS myth or fact game, the condom time bomb game, a simulation of how sexually transmitted diseases are spread, a role play about reactions to a person with AIDS, the AIDS risk game, and modifications of such games as Concentration or Snakes and Ladders. A resources section lists Thailand sources of audiotapes and videotapes, brochures, games, and other educational materials. A final section promotes correct language in addressing the sensitivities of the disease; it presents a style guide concerning AIDS terminology and a vocabulary list in Thai and English. (JDD)

Public Schools.
PUB DATE- Jul 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Compliance (Legal); *Educational Policy; *Educational Practices; Elementary Secondary Education; Health Education; Program Evaluation; School Districts; *State Standards; Urban Education
IDENTIFIERS- *New York City Board of Education

A team from the New York State Education Department examined the regulatory compliance of the human immunodeficiency virus acquired immune deficiency syndrome (HIV/AIDS) instructional program of the New York City Public Schools and assessed the policies and procedures of the New York City Central Board of Education and community school districts in governing HIV/AIDS instruction. Surveys, observations, and review of documents in 102 elementary, junior, and senior high school buildings, and focus group discussions in 15 schools, revealed that several elements were in general or full compliance: providing accurate, age-appropriate information and curricula; instruction consistent with community values; advisory representation from required groups/individuals; development and implementation of instructional programs by boards of education and their HIV/AIDS committees; and condom availability. Areas of noncompliance included: not stressing abstinence, improper exemption from instruction, uncertified or untrained educators, and inadequate involvement of advisory council members. This report describes all aspects of the compliance review, including the design of the review; the methodology used to conduct the review and collect data; the standards developed to determine compliance; the results of data collection; data analysis; and findings and recommendations. Appendices include copies of relevant regulations and the data collection instruments. (JDD)

ED 366 576 SP 034 992

Sockett, Hugh
The Moral Base for Teacher Professionalism.
PUB DATE- 93
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Change Agents; Context Effect; Elementary School Teachers; Elementary Secondary Education; Ethics; *Knowledge Level; *Moral Issues; Personal Narratives; Secondary School Teachers; *Teacher Role; Teaching Skills
IDENTIFIERS- *Professional Community; *Professionalism; Professionalization of Teaching

This book presents a broad vision of the moral foundations of teacher professionalism by linking the professional role of the teacher, the moral demands it makes, and the practical arts of teaching to the institution of education and its contemporary problems. The moral foundations of teaching are expressed in four dimensions of professionalism--community, knowledge, accountability, and ideals. Following an introduction, the volume is divided into eight chapters. The first chapter sets the stage by introducing three classroom teachers who serve as

NOTE- 436p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Black Colleges; College Segregation; *Diversity (Institutional); Economic Factors; *Educational History; Elementary Secondary Education; Higher Education; Institutional Role; Liberal Arts; *Politics of Education; Private Colleges; *Program Attitudes; Public Colleges; *Schools of Education; State Universities; *Teacher Education Programs; Teacher Educators; Trend Analysis
IDENTIFIERS- Case Histories; Georgia; *Historical Background; Normal Schools; Pennsylvania

This book utilizes 29 case histories of geographically and institutionally diverse teacher education programs to provide a comprehensive historical perspective on teacher education in the United States. The volume, organized into four parts, is further divided into nine chapters. "Part One: "Teacher Education: A Contemporary Perspective on the Past" includes the following chapters: (1) "Connecting the Present to the Past" (John I. Goodlad); and (2) "Recurring Themes and Variations" (Robert A. Levin). "Part Two: Evolution of Teacher Education: Institutional Perspectives" consists of: (3) "Abiding by the 'Rule of Birds': Teaching Teachers in Small Liberal Arts Colleges" (Charles Burgess); (4) "The Evolution of Normal Schools" (Richard J. Altenbaugh, Kathleen Underwood); (5) "Teaching Teachers in Private Universities" (Barbara Beatty); and (6) "Teacher Education and Leadership in Major Universities" (Irving G. Hendrick. "Part Three: Evolution of Teacher Education: State Perspectives" includes: (7) "The Influence of Bureaucracy and Markets: Teacher Education in Pennsylvania" (Linda Eisenmann); and (8) "Centralization, Competition, and Racism: Teacher Education in Georgia" (Kathleen Cruikshank). "Part Four: Perspective on the Future" contains (9) "Beyond Reinventing the Past: The Politics of Teacher Education" (Roger Soder and Kenneth A. Sirotnik). (LL)

ED 366 595 SP 035 065

Health for All Targets: The Health Policy for Europe. Updated Edition, September 1991.
PUB DATE- 93
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Ethics; Foreign Countries; Futures (of Society); *Health Programs; *Health Promotion; *Life Style; *Organizational Objectives; *Policy Formation
IDENTIFIERS- *Europe; *Operational Concepts

In 1985, the 32 European Member States of the World Health Organization (WHO) Regional Office published 38 "targets of health for all." The new (1991) and revised targets incorporated in this book reflect changes that have taken place in the region since 1984 and provide an up-to-date understanding of the problems involved in target setting and achievement. In addition, a concern with ethics is a new theme reflected throughout the book. The publication is organized into eight chapters, five of which set out the targets themselves. Chapter 1 identifies the major theme of the European health for all policy. Chapter 2 deals with the background; (2) participation; (3) outcomes; and (4) finance. In addition, results from the National Assessment of Educational Progress study of mathematics achievement of eighth graders have been statistically linked to results from a similar international study. The presentation of each indicator includes an explanation of what it means, why it is important, and key results from a comparison of countries and states. Comparisons are most often made among "like-size" entities. For each indicator, tables are included for states and countries along with a graph that displays this data together. The indicators are policy-relevant and problem-oriented measures of the state of a system. A commitment to reaching world-class education performance is expressed in the National Education Goals of 1990. These indicators provide information necessary to plan for these goals. Eighteen figures and 32 tables present indicators. An appendix provides technical information about the comparison process and includes standard error tables for indicators. A glossary and technical notes are attached. (SLD)

ED 366 616 TM 020 987

Barton, Paul E.; Coley, Richard J.
Testing in America's Schools. Policy Information Report.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Accountability; *Achievement Tests; Criterion Referenced Tests; Disadvantaged Youth; Educational Diagnosis; Educational Practices; *Educational Testing; Elementary Secondary Education; Essay Tests; Ethnic Groups; Instructional Improvement; Language Tests; Mathematics Tests; Multiple Choice Tests; Norm Referenced Tests; Portfolios (Background Materials); Profiles; Program Evaluation; Racial Differences; School Districts; Standardized Tests; *State Programs; Teacher Made Tests; *Testing Programs; *Test Use; Writing Tests
IDENTIFIERS- *Alternative Assessment; North Central Regional Educational Laboratory; *Performance Based Evaluation; State Student Assessment Prog Database 1992 93

This report provides a profile of state testing programs in 1992-93, as well as a view of classroom testing practices by state, school district, school, or individual teacher. Information, taken from a variety of sources, including the National Assessment of Educational Progress and a General Accounting Office study, indicates that the multiple-choice test remains dominant. The most prevalent purposes of state programs are accountability, instructional improvement, and program evaluation. Virtually all states test in mathematics and language, and most also test in science, writing, and social studies. Thirty-eight programs include writing samples, and 34 states use norm-referenced tests while 34 use criterion-referenced tests. Seventeen use some form of performance assessment, and six collect student portfolios. At least 36 percent of all students were tested in state programs in 1992-93. Only one state uses a norm-referenced test for high school graduation purposes, while 20 use criterion-referenced tests. In the classroom, in contrast, non-multiple-choice tests appear to be the predominant mode. It is also concluded that patterns of traditional and alternative testing in the classroom are very similar for students of different races, ethnicity, ability groups, and resource adequacy. Fifteen figures and

Student Outcome Assessment Rubric, suggesting caution in considering what expert means. The theoretical base derives from the constructivist movement, Scriven's Duty Based Evaluation, and the novice through expert literature. Research so far suggests that most science teaching is done from a teacher-centered approach, disseminating content at the lower end of the higher order thinking skills continuum. Two figures and 14 tables present some research findings. (Contains 73 references.) (SLD)

ED 366 634 TM 021 032

Sweet, David; Zimmermann, Jacquelyn, Ed.
Student Portfolios: Classroom Uses. Education Consumer Guide. 8.
PUB DATE- Nov 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constructivism (Learning); Curriculum Design; *Educational Assessment; Elementary School Students; Elementary Secondary Education; Nontraditional Education; *Portfolios (Background Materials); Program Development; Resources; Secondary School Students; *Self Evaluation (Individuals); *Student Evaluation; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Performance Based Evaluation

Portfolios, collections of student work representing a selection of performance, are being used in classrooms today in the tradition of the visual and performing arts in which they serve to showcase a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. Portfolios are useful as a support to new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding. Although there is no single way to develop portfolio programs, in all such programs students are expected to collect, select, and reflect on their work. Research supports the finding that student awareness of work and of evaluation strategies is enhanced through portfolios. The use of portfolios is not without drawbacks, primarily in the time and effort required, but these are generally seen to be worthwhile burdens. A brief summary of research into portfolios highlights some current projects that investigate their use. Sources of information about portfolios are listed. (SLD)

ED 366 635 TM 021 034

Hoffman, Charlene M.
Federal Support for Education: Fiscal Years 1980 to 1993.
PUB DATE- Dec 93
NOTE- 48p.; For the previous edition, see ED 354 623.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Educational Trends; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; *Financial Support; Government School Relationship; Higher Education; Inflation (Economics); *Public Support; *Resource Allocation; School Support; Student Loan Programs; Tables (Data); *Tax Allocation; Trend Analysis

SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Diagnostic Tests; Educational Diagnosis; Knowledge Level; Mastery Learning; Models; National Surveys; Performance; *Problem Solving; Responses; Skills; Tables (Data); Test Items
IDENTIFIERS- Document Literacy Skills; *Missing Data; National Assessment of Educational Progress; *Rule Space Model

This paper introduces a modification to the Rule Space diagnostic classification procedure to allow for processing of response vectors that contain missing data. Rule Space is an approach to diagnostic classification that involves characterizing examinees' performances in terms of an underlying cognitive model of generalized problem-solving skills. It has two components: (1) a procedure for determining a comprehensive set of knowledge states, where each state is characterized in terms of a unique subset of mastered skills; and (2) a procedure for classifying examinees into one or another of the specified states. Missing data are expected to be a common problem for this approach because, although the procedure for determining the comprehensive set of knowledge states requires a large pool of items, the procedure for examinee classification can be performed with smaller (less expensive) item subsets. This approach to diagnostic classification is illustrated with data collection in the Survey of Young Adult Literacy, a nationwide survey of literacy skills conducted by the National Assessment of Educational Progress (NAEP). The study has four figures and seven tables. An appendix contains a proof of an aspect of the model. (Contains 18 references.) (Author/SLD)

ED 366 654 TM 021 079

Thompson, Bruce
The Concept of Statistical Significance Testing. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Data Analysis; Data Interpretation; Decision Making; *Effect Size; Hypothesis Testing; Probability; Research Methodology; Research Problems; *Sampling; *Statistical Analysis; *Statistical Significance; *Testing; Test Interpretation; *Test Use
IDENTIFIERS- Cross Validation; Empirical Research; ERIC Digests; *Null Hypothesis; Research Replication; Type I Errors

Too few researchers understand what statistical significance testing does and does not do, and consequently their results are misinterpreted. This Digest explains the concept of statistical significance testing and discusses the meaning of probabilities, the concept of statistical significance, arguments against significance testing, misinterpretation, and alternatives. Statistical significance testing requires subjective judgment in setting a predetermined acceptable probability of making an inferential error caused by the sampling error. Sampling error can only be eliminated by

Beyond Culture: Communicating with Asian American Children and Families. ERIC/CUE Digest Number 94.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Asian Americans; Behavior Patterns; Beliefs; *Children; *Communication (Thought Transfer); *Cultural Awareness; Cultural Differences; Ethnic Groups; Intercultural Communication; *Pacific Americans; Parent Participation; *Parents; Racial Differences; Stereotypes; Student Evaluation
IDENTIFIERS- ERIC Digests

To explore the complexities of communication with Asian and Pacific Islander (API) children and their families, this digest describes the overt and covert dimensions of the various API cultures, and discusses API's socioeconomic background and the life experiences that affect their communication behavior. The general ethnic groups in the API community are Pacific Islanders (mainly Hawaiians, Samoans, and Guamanians), Southeast Asians (mostly Indochinese from Vietnam, Thailand, Cambodia, and Laos, and including Burmese and Filipinos), and East Asians (Chinese, Japanese, and Koreans). It is important not to generalize an understanding of one group to another, and educators must identify differences in order to devise appropriate communication strategies. Overt culture includes belief systems and language, aspects of a culture that can be easily identified and studied. Covert culture is more subtle, and encompasses such aspects as the conception of time and communication. Suggestions are given for practitioners to enhance communication through the following: (1) personal reflection; (2) partnerships with community organizations; (3) information gathering; (4) parent involvement; (5) overcoming stereotypes of APIs; and (6) accurate evaluation of individual children. (Contains 18 references.) (SLD)

ED 366 674   UD 029 691

Spoerri-Simons, Yvonne; And Others
E.C.I.A. Chapter 1 Children's Art Carnival Creative Reading Program 1990-91 and 1991-92.
PUB DATE- 92
NOTE- 61p.; Prepared by the Student Progress Evaluation Unit. For the 1989-90 report, see ED 335 657.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Therapy; Comparative Analysis; Compensatory Education; Educationally Disadvantaged; Elementary Education; Elementary School Students; Holistic Approach; Outcomes of Education; Program Evaluation; *Reading Achievement; Reading Aloud to Others; *Reading Improvement; Story Reading; *Urban Schools; *Writing Improvement
IDENTIFIERS- *Childrens Art Carnival NY; *Education Consolidation Improvement Act Chapter 1; New York City Board of Education

The Children's Art Carnival (CAC) is an intensive holistic reading and reading-oriented arts program for Chapter 1-eligible students who have scored below the cut-off point on a standardized reading test or have performed poorly in the classroom. This report presents the findings of evaluations of intended to be helpful in making organized discussions candid and to be useful in dealing with such matters as times, places, formats, ground rules, and selection of materials. Contains an index. (GLR)

ED 366 693 UD 029 717

Possibilities for Practice: An Education of Value for At Risk Students.
PUB DATE- Sep 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Criteria; Curriculum Enrichment; *Dropouts; *Early Intervention; *Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *High Risk Students; Instructional Improvement; Nontraditional Education; Parent Participation; Poverty; *Predictor Variables; Reentry Students; Staff Development; Work Experience
IDENTIFIERS- *Canada

Public schools in Manitoba (Canada) are encountering an increasing number of students who are considered to be educationally at risk. This paper addresses the provision of effective services relating to at-risk youth and the prevention of early school dropouts. The paper's first section covers the circumstances and conditions associated with early school dropouts including those conditions found in the academic, school/social, home/school, and personal/social atmospheres. The second section examines a number of personal, social, and academic factors that lead to educational disadvantages as well as school-related practices that researchers have identified as having a high correlation with students who fail to complete their schooling with an adequate level of skills. The third section examines the issue of early school dropouts and reviews the key criteria related to assessing the extent of the problem, the characteristics of early school dropouts, and the factors contributing to their decision to leave school. The paper's fourth section outlines a range of possibilities for meeting the needs and addressing the problems of at risk youth. (Contains 79 references.) (GLR)

ED 366 694 UD 029 718

Aleman, Steven R.
Immigrant Education: A Fact Sheet.
PUB DATE- 2 Feb 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Demand; Educational Legislation; Elementary Secondary Education; *Expenditure per Student; Federal Legislation; *Financial Support; *Immigrants; Minority Group Children; *Resource Allocation; School Districts; Services; Special Needs Students

This report provides information on immigrant education in the United States in the areas of funding, participation, population, services, and allocation method. Additionally, it explores reauthorization issues confronting the Emergency Immigrant Education Act for fiscal year 1994. The report shows that: (1) there has been a steady decrease in funding for

Diessner, Rhett
Action Research and Teaching Professors
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; College Faculty; *College Instruction; Evaluation Methods; Higher Education; *Instructional Improvement; *Research Methodology; *Student Development; *Teacher Improvement; Theory Practice Relationship

This paper argues for the use of action research in improving the effectiveness of teaching by professors and briefly discusses the reasons why this is important. The paper stresses that if the purpose of education is student development, then teachers should also be developing in their chosen field of service. Action research helps bring faculty and students together in the teaching/learning process and lets both the professor and the student evaluate its effectiveness. In fact, in order for action research to be critical or emancipatory, students and professors should co-determine the ends of the research and whether these ends are met. This creates a single entity out of the researchers and those being researched. Action research then can become an explicit aspect of a course, with the mutual determination of ends/objectives and their successful completion. (GLR)

ED 366 258 HE 027 100

Diessner, Rhett
Ethical Development during the College Years: Theory and Normative Implications for Practice.
PUB DATE- 10 Nov 89
NOTE- 23p.; Paper presented at the Annual Conference of the Association for Moral Education: Democratic Culture: Ethics, Education, and Community (14th, Newport Beach, CA, November 10, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; College Students; *Educational Theories; Ethical Instruction; Ethics; Higher Education; Literature Reviews; *Moral Development; Moral Values; Outcomes of Education; *Student Development

This paper discusses moral development as an integral part of the educational process and development of college students. The paper's first section places the concept of development within a network of meaning that indicates "ethical development" to be redundant; i.e., if something enhances development, it is ethical, and if it is ethical, it enhances development. The second section proposes hypotheses for using the cognitive-development framework to encourage morality in students; however, these hypotheses indicate the manner in which behavioral-reinforcement theories and value clarification approaches can be in unity with the cognitive-development approach, rather than opposed to, or separate from it. The third section reviews previous studies in the ethical development of college students, and uses them to illustrate the ideas in sections one and two of this paper. (Contains 60 references.) (Author)

ED 366 259 HE 027 101

recommendations to improve the Department's standards and processes for assessing foreign medical schools. Appendices include information on the history of examinations given to foreign- and U.S.-trained physicians, and the methodology for calculating estimates of loans guaranteed. (GLR)

ED 366 277 HE 027 135

College and University Degrees Conferred: New York State, 1991-92.
PUB DATE- Dec 93
NOTE- 31p.; For the 1987-88 report, see ED 362 126.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; *Degrees (Academic); *Doctoral Degrees; Higher Education; *Masters Degrees; Statistical Data; Trend Analysis
IDENTIFIERS- *New York

This report provides seven tables of statistical data concerning the numbers of degrees conferred by New York State institutions of higher education. Tables are as follows: (1) "Degrees Conferred in Institutions of Higher Education by Level of Degree and Institutional Classification, New York State, 1991-92"; (2) "Degrees Conferred by Institution, Level of Degree and Gender of Student, New York State, 1991-92"; (3) Bachelor's and Higher Degrees Conferred in Institutions of Higher Education by Sector and Major Subject Area, New York State, 1991-92"; (4) "Bachelor's and Higher Degree Trends in Institutions of Higher Education by Major Subject Area, New York State, 1989-90 to 1991-92"; (5) "Degree Trends in Institutions of Higher Education by Sector, Level of Degree and Year, New York State, 1987-88 to 1991-92"; (6) "Associate Degrees Conferred in Institutions of Higher Education by Sector and Major Subject Area, New York State, 1991-92"; and (7) "Percent Distribution of Degrees Conferred by Level of Degree and Type of Institution, New York State, 1991-92." (GLR)

ED 366 278 HE 027 136

Issues in Designing a Federal Program of Income-Contingent Student Loans. CBO Memorandum.
PUB DATE- Jan 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; Federal Programs; Higher Education; *Income Contingent Loans; *Loan Repayment; *Paying for College; *Program Design; *Student Financial Aid; *Student Loan Programs

In response to Congressional requests to analyze proposed federal programs that would provide income-contingent loans (ICLs) to postsecondary students, this report of the Congressional Budget Office examines the fundamental issues in designing such programs. It identifies the key parameters that define an ICL program, discusses the relationships among them, and explores other issues that bear on how an ICL program could be fashioned. Specific questions addressed include whether ICLs should be federally subsidized, whether some borrowers subsidize other borrowers, and if borrowers would alter their behavior in response to the terms of an ICL. Other factors that would affect the terms of an ICL are discussed including cumulative loan amount, length of repayment period, payback rate relative to income, interest rate, and the administrative assessing their relevance to the handling and processing of scientific and technical information in the NASA research and development community, and developing multimedia implementations for doing so. (Contains 24 references.) (TMK)

ED 366 298 IR 016 494

Technology Retreat '88 Proceedings (Tempe, Arizona, May 1988).
PUB DATE- May 88
NOTE- 37p.; For additional "Ocotillo Reports" 1989-1993, see IR 016 495-499.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Community Colleges; *Computer Assisted Instruction; Computer Centers; Conferences; Discussion Groups; *Educational Technology; *Financial Support; Futures (of Society); Higher Education; Information Networks; Intercollegiate Cooperation; Learning Resources Centers; Learning Theories; *Library Development; *Technological Advancement
IDENTIFIERS- *Maricopa County Community College District AZ

The Maricopa Community Colleges in Tempe (Arizona) have made strong commitments to the acquisition and utilization of electronic technology, as was emphasized in their 1988 Technology Retreat, a gathering to discuss making the best use of available and future educational technology. The keynote speaker, Stephen C. Ehrmann, presented "Specifications and Strategies: A Sustainable Investment in Technologies." In a small group setting, participants wrote statements about how students learn, technology implementation, and the present organizational structure. In another small group, retreat participants wrote some statements about the future and how use of technology can be enhanced. Other small groups addressed the following topics: (1) alternative funding for technology applications; (2) integration of learning theory, content, and technology; (3) library/learning resource center of the future; (4) designing computer facilities; (5) improving access to learning with technology; (6) where we want to go and how we get there; (7) the classroom of the future; and (8) cross-college collaboration. Two figures illustrate the keynote address. (SLD)

ED 366 299 IR 016 495

Jacobs, Alan, Ed.; Walters, Jim, Ed.
Ocotillo: Improving Learning through Instruction. Interim Report, 1988-89.
PUB DATE- May 89
NOTE- 81p.; For additional "Ocotillo Reports", see IR 016 494-499.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; *Community Colleges; *Computer Assisted Instruction; Curriculum Development; Discussion Groups; Educational Change; *Educational Improvement; Educational Planning; *Educational Technology; Financial Support; Futures (of Society); Higher Education; *Information Technology; Intercollegiate Cooperation; Learning Resources Centers; Learning Theories; Library Development; Technological Advancement; Training
IDENTIFIERS- *Maricopa County Community College District AZ

As a result of a Technology Retreat sponsored by the Maricopa

A Life-Long Learning Process.
PUB DATE- 19 Jul 93
NOTE- 442p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Curriculum; *Curriculum Development; Educational Media; *Educational Technology; Elementary Secondary Education; Lifelong Learning; *Technological Literacy
IDENTIFIERS- Information Age

Intended to guide teachers, librarians, and administrators in meeting the educational technology needs of students at all grade levels and subject areas, this curriculum focuses on how computers, telecommunications, automated libraries, television, and satellite links, impact schools. The curriculum addresses both the teaching of technology and the use of technology to teach. The curriculum is set up so that grades K-4 receive foundational information, grades 5-8 focus on skill-building, and grades 9-12 refine knowledge and skills. Expected outcomes for K-4 include the operation of a computer, scanner, CD-ROM drive, video camera, editing machine, printer, modem, and microphone; the ability to recognize computer terminology; and the ability to use a variety of software. Expected outcomes for grades 5-8 include the ability to use equipment at a more advanced level; ability to use keyboarding, database, word processing, spreadsheet, and graphics programs independently; and the ability to recognize technology as a force of change in the world and to make ethical decisions about its use. Expected outcomes for grades 9-12 include the ability to use more sophisticated equipment; the ability to select appropriate technologies and use them independently; the ability to assess the effects of technology on society and ethical implications; and the ability to recognize the impact of technology in the workplace and for life-long learning. (TMK)

ED 366 319 IR 016 520

Green, Douglas W.
Media Meets the Curriculum: Uses, Abuses, Historic Perspective, and the Potential of Emerging Technologies.
PUB DATE- 13 May 93
NOTE- 36p.; Paper prepared in partial fulfillment of course requirements at Binghamton University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Curriculum Development; Educational History; *Educational Media; *Educational Technology; Elementary Secondary Education; Interviews; Multimedia Instruction; Secondary School Students; *Secondary School Teachers; Surveys; Teacher Attitudes; *Teaching Methods; *Technological Advancement; Use Studies; Videodisks; Videotape Recordings
IDENTIFIERS- Binghamton City Schools NY; Teacher Surveys

A brief overview is presented of the use of educational media by teachers and students, along with some opinions about use and misuse. Opinions are supported by results of a survey of 55 teachers from the Binghamton City School District (New York) and information from informal interviews of teachers, library media specialists, and students. Most teachers appear to use media to complement delivery of the curriculum. Some use it often, and others, seldom. Most videos in current use are more that 10 minutes in length, and there is interest among teachers

IDENTIFIERS- Colorado

The Committee on Library Services to Ethnic Populations of the Colorado Council on Library Development was charged with developing a comprehensive plan to address library services for the increasing ethnic/culturally diverse populations in the state of Colorado and with identifying possible funding sources to implement the plan. In addition, the committee also wanted to address the need for libraries with service areas consisting of predominantly white populations to sensitize their users to ethnic minorities and their cultures. While the resulting document focuses on four "visible" ethnic populations--African Americans, Hispanics, Asian Americans, and Native Americans--it can be used as a guideline in serving other ethnic/culturally diverse groups in Colorado. In general, the plan applies to public and academic libraries and school library media centers. This document consists of a historical overview of the four ethnic minority populations; contemporary census data of the four groups; the draft of the committee's plan with goals, objectives, and desired outcomes; and a list of committee members. (JLB)

ED 366 339 IR 054 812

Ettelt, Harold
The Use and Weeding of a Community College Book Collection.
PUB DATE- Aug 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Books; College Libraries; *Community Colleges; Library Circulation; *Library Collection Development; *Library Collections; Library Services; Library Statistics; Two Year Colleges; Use Studies
IDENTIFIERS- *Weeding (Library)

This study presents the result of the Columbia-Greene Community College (New York) annual book use survey. The main purpose of the study was to determine which subject areas are most/least in demand, so that the library can acquire books to optimally meet actual demand. The library did a 12% arithmetic sample of the entire circulating collection. The acquisition year of the books in the collection was recorded, as well as the circulation history. In the sampling, the library recorded each piece of data for each book in the sample. Five graphs present the following data: (1) percent of books used at least once from January 1991 through June 1993, by year of acquisition; (2) average circulations per book from January 1991 through June 1993, by year of acquisition; (3) annual average circulations per book of 1977 acquisitions that were used in 1977 or 1978 versus those not used those first two years; (4) subsequent total circulations of 1977 acquisitions used versus unused in first years on shelf; and (5) percent of previously unused 1977 and 1978 acquisitions receiving their first ever use, by years on the shelf. (JLB)

ED 366 340 IR 054 816

CLAN Automation Plan.
PUB DATE- 92
NOTE- 31p.; For related documents, see IR 054 817-819.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Requirements; Disabilities; Disability Discrimination; Educational Malpractice; *Equal Education; *Equal Opportunities (Jobs); Legal Problems; *Legal Responsibility; Two Year Colleges; Worksheets
IDENTIFIERS- *Americans with Disabilities Act 1990

Designed to assist public institutions in meeting the many requirements and deadlines of the Americans with Disabilities Act (ADA) of 1990, this handbook provides a blueprint for coordinating ADA compliance and conducting the required self-evaluations. Chapter 1 reviews policy implications of compliance with the ADA, discusses the importance of the legislation to institutions, and provides sample policy statements. Chapter 2 provides an overview of requirements and deadlines for compliance for ADA Titles I, II, and III, while chapter 3 describes the first phase of conducting ADA self-evaluations, including the creation of an ADA task force, gathering input from the community and institution, the role of ADA Coordinators, and the audit process. Chapter 4 discusses the second phase of ADA evaluations, which includes setting priorities and developing a transition plan, and reviews the differences between program and facilities access; structural renovations planning; and completing the self-evaluation. Chapter 5 describes the final phase--ensuring compliance and related budget considerations. Chapter 6 describes the process of conducting an employment audit, chapter 7 discusses audits of programs and services other than employment, and chapter 8 highlights the features of facilities audits. Chapters 6 through 8 provide sample audits, forms, and/or worksheets for each type of audit discussed. Finally, chapter 9 presents a sample transition plan. (MAB)

ED 366 361 JC 940 071

Nunez-Cronk, Brunilda; Willoughby, Donna
Golden West College Intercultural Center.
PUB DATE- Nov 93
NOTE- 28p.; Paper presented at the Western Regional Conference of the Comparative and International Education Society (Los Angeles, CA, November 5-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Cultural Activities; Cultural Awareness; Cultural Education; Cultural Enrichment; Cultural Exchange; *Diversity (Institutional); *Intercultural Programs; *Learning Resources Centers; Multicultural Education; Peer Teaching; Program Administration; Program Descriptions; *Program Development; *Social Support Groups; Two Year Colleges
IDENTIFIERS- Golden West College CA

In response to the increasing diversity of the student population at Golden West Community College, in California, the the Intercultural Center (IC) was established in 1989 to enhance campus-wide awareness of cultural diversity through services to immigrant and international students and the campus community. An Intercultural Task Force was first created involving members from all areas of the campus. Task Force members developed the IC mission statement and major goals, conducted a survey of the campus community which indicated strong support for the mission and goals, and planned supporting activities. The IC opened in October 1989 providing assistance for international students on schoolwork, English pronunciation, or other language skills

Community Colleges; *Governing Boards; Leadership; Mission Statements; Space Utilization; *Trustees; Two Year Colleges
IDENTIFIERS- *North Carolina; *Trustee Role

"North Carolina Association of Community College Trustees (NCACCT) Review" is designed to educate and inform trustees serving on the 68 boards of North Carolina's community colleges. The four issues of volume 1 contain the following major articles: (1) "Critical Legislative Session Ahead: A Report from the Department of Community Colleges," by Robert W. Scott; (2) "Mission Impossible? A 'Mission Statement' for YOUR Community College," by E. Michael Latta; (3) "Board Retreats: A Position Statement Prepared for the North Carolina Association of Community College Trustees" by Evon Dean; (4) "Improved Utilization of Instructional Space in Late Afternoon," by Stephen C. Scott; (5) "An Overview of the Funding and Control of State Community College Systems: A North Carolina Perspective," by Terrence A. Tollefson; (6) "Trustees: Keeping the Public Trust," by Evon Dean; (7) "Community College Trustee Education," by E. Demming Smith; (8) "On Community College Turbulence and the Leadership Challenge," by George A. Baker, III; (9) "The Community College Board at Work: The Board and the Community College Administration," by George W. Little; (10) "Trustee Advocacy at the Federal Level," by Melanie Jackson and Stephanie Trimarchi; and (11) "Trustees and Ethnical Dilemmas: Slaying the Dragon," by George B. Vaughan. Regular columns from the NCACCT executive committee and the state board chairman are also featured, along with descriptions of particular boards and announcements of programs and events relevant to trustees. (AC)

ED 366 379 JC 940 099

Head, Ronald B.; Fowler, Paul G.
Minority Enrollment Report: Fall Semester 1993. Research Report Number 1-94.
PUB DATE- Feb 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; *Black Students; Community Colleges; Enrollment; *Enrollment Rate; *Enrollment Trends; Full Time Students; Hispanic Americans; Longitudinal Studies; *Minority Groups; Pacific Americans; *Racial Balance; Racial Composition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Piedmont Virginia Community College

Each year, Piedmont Virginia Community College (PVCC) examines longitudinal data on fall term minority enrollment to identify trends which may be of interest to those involved in planning student recruitment and retention activities. The findings of the 1993 study indicated that: (1) 664 minority students enrolled at PVCC during fall semester 1993, surpassing the fall 1992 figure of 632; (2) 15.2% of the total student population were minorities, the highest percentage in the college's history; (3) blacks represented 11.7% of the total student population and 76.8% of the minority student population, representing the largest number of black students to attend PVCC in any single term; (4) from fall 1989 to fall 1993, the number of minority students increased 30.7% and the number of black students increased 25%; (5) between fall 1991 and fall 1993, the percentage of white students increased by only 0.1%, compared to a 5.1% increase in minority students; (6) only

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Effectiveness; *Administrator Evaluation; Administrator Qualifications; *Administrator Role; Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Performance Factors; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

At Miami-Dade Community College (M-DCC), in Florida, a committee was formed to define administrator excellence in the context of teaching and learning and to develop a performance review process. During the second pilot-testing of the resulting Performance Review Feedback Survey process, over 1,200 surveys provided information on 283 administrators, professionals, and department chairs. The survey attempted to determine general perceptions of the administrators' performance, dimensions undergirding the ratings, and reactions of respondents and administrators to the survey process. The results indicated that respondents viewed the job of administration as multi-faceted. Respondents gave administrators highest ratings in the areas of recognizing the students as their first constituency; supporting teaching/learning; accepting responsibility for the unit; performing effectively in a multicultural environment; presenting information clearly; treating others with respect; and maintaining a good knowledge base about the study body, policies and procedures, and work area. They were perceived as weakest in establishing a climate that encourages risk taking, using power appropriately, selecting appropriate leadership strategies, and being receptive to feedback. Respondents used five interrelated factors to rate administrators: general competence, interpersonal skills, support of college mission, knowledge base, and motivation. Respondents were generally pleased with both the survey and the process. Most administrators thought that the survey results could be useful to them, but that the number of responses was so low that the feedback had little meaning. Survey instruments are included. (Author/AC)

ED 366 397 JC 940 120

Vorp, Ron
Acculturation at Miami-Dade Community College, Fall Term 1981 through Fall Term 1991. Research Report No. 93-05R.
PUB DATE- Feb 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; Citizenship; Community Colleges; *Enrollment Trends; *Ethnic Groups; Hispanic Americans; Multicampus Colleges; Racial Composition; Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- *Native Language

A study was conducted at Miami-Dade Community College (M-DCC), to gather data on the citizenship, native language, and high school of origin of students attending the college as measures of acculturation in the population from which M-DCC draws its enrollment. Data from closing fall term enrollment files for 1981 through 1991 were used. Study findings included the following: (1) the total fall enrollment of Black non-Hispanic students decreased during the first half of the 1980's, from 6,975 in fall 1981 to 6,338 in fall 1985, and increased in the latter part of the decade to 10,664 in fall 1991 for an overall 10-year growth of 53%; (2) the percentage of Black non-Hispanic more time for observation and intervention; (4) sufficient examples of work be collected to provide evidence of the quality and progression of the children's learning experiences; and (5) the requirements of the national curriculum be met. (MDM)

ED 366 415   PS 021 832

Brostrom, Stig; And Others
Quality of the Child's Life in Nordic Day Care Centers: A Nordic Co-Operative Project.
PUB DATE- 7 Sep 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Cultural Influences; *Day Care Centers; *Day Care Effects; Early Childhood Education; Foreign Countries; *Influences; *Quality of Life
IDENTIFIERS- Denmark; Finland; *Nordic Countries; Program Characteristics; Sweden

An ongoing research project has been designed to study the factors that constitute quality in children's life in Danish, Swedish, and Finish day care centers. Each national group will present a number of transcripts of observations, and will then make an analysis of the observations made by the other groups. Thus, the different frames of reference due to national variations in day care practice will be used to find similarities and differences. Through observations of Danish, Swedish, and Finish children, and interviews with the children and teachers, the project will analyze the quality of children's every day lives in the day care center in order to determine the characteristics of care, upbringing, and education that promote quality in children's lives. (MDM)

ED 366 416   PS 021 834

Thompson, Debra S.
A Historical Perspective of the Training and Education of Early Childhood Education Teachers.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Child Caregivers; *Day Care; *Early Childhood Education; Educational Certificates; *Educational History; Government Role; Higher Education; Kindergarten; Postsecondary Education; Preschool Teachers; Teacher Certification; *Teacher Education; *Teacher Qualifications; *Teacher Role; United States History

The history of the training and education of early childhood teachers, from the beginnings of their profession in the 19th century to the present, is reflective of the diverse and complex historical, political, and economic forces that have shaped the development of child care in this country. Early training followed an apprenticeship model, but as the number of training schools grew the curriculum became more formal and specialized in the late 19th and early 20th century, with many normal schools and colleges offering such training alone or in conjunction with primary education programs. The economic depression of the 1930s and the Second World War both community, assisted by corporate funding. After the program was in place, a survey of directors indicated that many who had previously felt no such training was available felt the program could provide them with effective formal training in areas of concern to them. Twenty-eight of the 260 directors surveyed decided to participate in the training program. A copy of the survey is appended. Contains 30 references. (MDM)

ED 366 436 PS 022 018

Bellm, Dan; And Others
A Guide to the California Child Care Initiative: Increasing the Supply and Quality of Child Care through Public-Private Partnerships.
PUB DATE- Jul 89
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Educational Resources; *Family Day Care; *Information Services; Labor Needs; Labor Turnover; *Partnerships in Education; Private Financial Support; *Referral; State Legislation; *State Programs; *Teacher Education
IDENTIFIERS- *California Child Care Initiative

This guidebook discusses the California Child Care Initiative (CCCI), adopted by the state legislature in 1985 to address the shortage of licensed, quality child care in California. Funded by a public-private partnership of 33 organizations, the CCCI was designed to recruit, train, and support new family day care providers in communities throughout the state. Parts 1 and 2 of the guidebook introduce the CCCI and discuss the role of child care resource and referral agencies in implementing the plan. Parts 3 and 4 review program planning and recruitment procedures that resource and referral agencies can utilize, while parts 5 and 6 provide information about start-up technical assistance and training. Part 7 discusses family day care turnover. Part 8 contains 12 appendixes, which provide copies of: (1) CCCI replication readiness checklist; (2) CCCI project planning checklist; (3) CCCI program summary and funder list; (4) CCCI publications list; (5) CCCI poster; (6) CCCI training certificate; (7) CCCI list of funded resource and referral agencies; (8) CCCI family day care recruitment and training statistics; (9) California Assembly Bill 811; (10) CCCI data collection, report, and survey forms; (11) a list of national child care organizations; and (12) a list of child care magazines. (MDM)

ED 366 437 PS 022 025

Boulton-Lewis, Gillian, Ed.; Catherwood, Di, Ed.
The Early Years: Development, Learning and Teaching.
PUB DATE- 94
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Development; *Cognitive Development; Creative Development; *Early Childhood Education; *Educational Research; Educational Resources; Family Relationship; Foreign Countries; Holistic Approach; Language Acquisition; Motor Development;

included 6 workshop modules, materials which form the bulk of this participant's workbook. Module 1 introduces the program, outlines its goals, and discusses the necessity for collaboration in education. Module 2 focuses on teamwork and the steps necessary for successful collaboration, while module 3 examines teamwork at the community level, pointing out barriers to and strategies for successful collaboration. Module 4 focuses on action planning, interagency cooperation, and the development of partnership agreements, while module 5 addresses the implementation of such plans. Module 6 focuses on the development of a proactive, collaborative culture and the leveraging of the networking capacity of members. Ten appendixes provide copies of module training activities, mission statements, needs assessments, action plans, partnership agreements, and evaluations. Copies of various overhead projections used throughout the training sessions are also provided. A final section contains a work in progress entitled "Continuity in Early Childhood: Elements and Indicators of Home, School, and Community Linkages." (MDM)

ED 366 458 PS 022 125

Mandate for Children.
PUB DATE- 93
NOTE- 53p.; Results of the first national survey documenting the attitudes of American voters to children's issues in the Clinton era.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Health; *Child Welfare; Early Childhood Education; Elementary Secondary Education; National Surveys; *Political Attitudes; *Political Issues; *Public Opinion; *Public Policy; Public Support; Questionnaires; Telephone Surveys
IDENTIFIERS- *Clinton (Bill); Clinton Administration

One of several reports on the status of children conducted for the National Association of Children's Hospitals and Related Institutions, this document is based on data obtained from 5,274 telephone interviews of registered voters conducted in 7 states and the District of Columbia during February, 1992. It reports voter opinion on issues affecting children, finding that respondents firmly support President Clinton's stated goals for children and expect him to fulfill his promises where children are concerned. The main body of the report lists the results in tabular form and provides a copy of the survey instrument and the results. Among the results reported were the following: (1) 73 percent of respondents rated children's issues first or second in importance of the Clinton Administration's stated goals; (2) at least 76 percent of respondents favored or strongly favored action on other child-related issues endorsed by Clinton, such as welfare reform, increased funding for education, waiting periods for handgun purchases, basic health care for children and pregnant women, Head Start, and unpaid family leave; and (3) 50 percent of respondents said they would favor Clinton's proposals for children even if they increased the deficit. (MDM)

ED 366 459 PS 022 131

Hazards of Lead in Schools and Day Care Facilities. Hearing before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One sisters usually practice dancing once a week, but just before a powwow they practice for 3 straight days. Shannon attends a school that offers American Indian and French language immersion programs and courses in American Indian culture. This book depicts how one Indian family maintains tribal values, customs, and traditions. This book contains numerous photographs and a glossary. (LP)

ED 366 478 RC 019 459

Walter, Eileen L.
A Longitudinal Study of Literacy Acquisition in a Native American Community: Observation of the Kindergarten Classes at the Lummi Tribal School.
PUB DATE- Jan 94
NOTE- 81p.; Report submitted to the Lummi Tribal Council, State of Washington. For a related document, see RC 019 460.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; Classroom Observation Techniques; Classroom Research; *Kindergarten; Kindergarten Children; Longitudinal Studies; *Parent Participation; Parents as Teachers; Parent Teacher Cooperation; Primary Education; Reading Instruction; *Reading Readiness; Teacher Attitudes; Writing Instruction; *Writing Readiness
IDENTIFIERS- *Emergent Literacy; *Lummi (Tribe); Native Americans

Literacy development was studied among 40 kindergarten students at Lummi Tribal School (Washington). Data consisted of observations during weekly classroom visits throughout the school year, student writing samples, records of "pretend reading," responses to environmental print, and teacher checklists concerning literacy experiences in student homes. Each child's stance toward reading (level of engagement) was determined by interest in reading activities, level of print awareness, and stage of reading development. Results showed 7 children with a high stance, 19 with a moderate stance, and 14 with a low stance. Each child's stance toward writing and learning to write was determined by level of interest in writing activities, ability to write own name, stage of writing development, and degree of risk-taking. Results showed 9 children with a high stance, 25 with a moderate stance, and 6 with a low stance. High levels of engagement in reading and writing were generally associated with high levels of literacy learning experiences at home. Suggestions for promoting literacy include the library corner, repeated read-alouds, the shared book experience, story re-enactments, functional uses of print and writing in the classroom, the writing table, and small-group activities. In addition, teacher and parents should work together as partners in children's literacy development. Extensive appendices include research materials, individual results, and resource materials. Contains 114 references. (KS)

ED 366 479 RC 019 460

Walter, Eileen L.
A Longitudinal Study of Literacy Acquisition in a Native American Community: Observation of the 4-Year-Old Classes at Lummi Headstart.
PUB DATE- Jan 94
NOTE- 56p.; Report submitted to the Lummi Tribal Council, State of Washington. For a related document, see RC 019 459.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

DESCRIPTORS- *American Indian Culture; Cultural Education; *Curriculum Development; Elementary Secondary Education; *Hispanic American Culture; Inservice Teacher Education; *Multicultural Education; Program Evaluation; *Staff Development; Teamwork
IDENTIFIERS- *Culturally Relevant Curriculum; New Mexico; *Teacher Collaboration; Teacher Empowerment; Teacher Knowledge

New Mexico CURRENTS is an ongoing project that provides teams of educators from 11 elementary and secondary schools with culturally relevant humanities content and technical assistance in curriculum development and methodology. After being immersed in a rich knowledge base of New Mexican arts and humanities, the educator teams are expected to generate new curriculum and teaching models that can be adopted by other schools and districts. Most participants are Hispanic and female, and hold a master's degree or higher. Project activities included symposia and workshops for participants, a meeting for school administrators, and site visits to participating schools by project coordinators and an external evaluator. Analysis of pre- and posttraining survey data from participants and written responses from teachers and students revealed the positive impact of the project on teacher knowledge, teaching strategies, and student outcomes. Teachers reported new knowledge of cultural content, alternative student assessment, and program evaluation; increased access to resources and expert contacts; and improved attitudes toward multicultural issues. Pedagogical changes include increases in collaboration among teachers, parents, and community members; interdisciplinary and thematic approaches to curriculum presentation; and classroom use of multiage grouping, cooperative learning, and peer tutoring. Positive student outcomes include better attitudes toward education and school, increased self-esteem and cultural pride, better attendance, and improved writing and speaking skills. (SV)

ED 366 497 RC 019 503

Heiderson, Mazin; Stiles, Marion
Instructional Needs of Currently Migratory Students in the Central Migrant Stream.
PUB DATE- 28 Feb 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Rating; Achievement Tests; *Educational Needs; *Educational Planning; Elementary School Students; Elementary Secondary Education; Hispanic Americans; Migrant Children; *Migrant Education; Needs Assessment; Secondary School Students; Whites
IDENTIFIERS- *Texas Assessment of Academic Skills; United States (Central)

The 16 states of the central migrant stream provide education to a third of U.S. migrant children. In 14 of these states, most central stream students are currently migratory Hispanic elementary school children from Texas. States must identify the instructional needs of migrant children in order to target resources and services, but data on the skill levels and academic achievement of these children are frequently lacking. The Texas Assessment of Academic Skills (TAAS) tests provide an objective measure that can give reasonable direction to instructional planning by subject and grade level. Administered annually to about 1.2 million students in grades 3, 5, 7, 9, Conference. The fourth article, "Coach's Column" (Andy Schwich), discusses Arthur Ashe and his contributions to sports oriented civic participation, the basis of sports and the law. Ashe represented equal opportunity for participation and fair competition, following the rules of the game, and dignity. He exemplified what the positive aspects of sports in life should be. The issue also contains questions for discussion and announcements of a series of lesson plans and an essay contest devoted to sports and the law. (DK)

ED 366 518 SO 023 498

Emphasis on the Instruction on the Documents of Virginia and United States History and Government. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 3.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Curriculum Enrichment; Elementary Secondary Education; Grade 5; Grade 7; Grade 11; *History Instruction; Instructional Materials; Law Related Education; *Primary Sources; *State History; *United States History
IDENTIFIERS- Bill of Rights; United States Constitution; *Virginia

This document from the Virginia Department of Education reports on a project to enable public schools to meet requirements of two laws. The first law required public schools to emphasize instruction on the documents of Virginia and United States history and government. The second requested that all public schools be urged to display copies of the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification. The Board of Education was directed to ensure that students be thoroughly knowledgeable about the significance of documents of history, with an emphasis on instructing students on the inherent rights included in these documents; the most significant of The Federalist Papers; the historical, political and cultural shaping of such documents, and their application to daily living. Virginia Standards of Learning objectives for social studies provide a focus on instruction of historical documents at grades five, seven, and eleven. This report discusses two documents developed to further assist school divisions in implementing these objectives. The first, "Documents and Symbols of Democracy" is an instructional book for Virginia students on the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, the Constitutions of the United States and Virginia, and national and state symbols. The second publication was written to assist teachers as they prepared instructional and assessment activities to help students understand the documents of Virginia and U.S. history. Appendices which comprise about three quarters of the document include: (1) a copy of Senate Joint Resolution No. 187; (2) a copy of House Joint Resolution 288; (3) a copy of Superintendent's Memorandum No. 168; (4) "Documents and Symbols of Democracy" (because of length not physically included); (5) "Lessons on Documents and Symbols of Democracy" (because of length not physically included; and (6) a 23-item ERIC bibliography on the use of historic documents in classroom instruction. (DK)

ED 366 519 SO 023 543

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Enrichment; Educational Research; *Educational Television; Elementary School Students; Intermediate Grades; *News Reporting; Questionnaires; Secondary Education; Secondary School Students; *Social Studies; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Channel One

This paper discusses Channel One, a 12 minute education television news program broadcast to over 12,000 schools in the United States each school morning. The programming adds over 30 hours of potential information during the school year, most of it related to social studies purposes. Because Channel One is viewed by all students, teachers can count on a common basis for discussion and other class work. Channel One has the potential for putting all students at the same starting point with basic news information. How this opportunity is utilized depends greatly on teachers. The purpose of this research was to study and describe how Channel One is perceived by social studies teachers, their students, and their parents, and how it is used in the classroom. The study compared questionnaire data from the 1990-91 and 1992-93 school years. The paper summarizes findings from nine previous research reports. A consistent picture emerged showing administrators were most positive about Channel One, followed by teachers, parents, and students. This study resulted in two patterns: (1) in both years teachers were more positive about depth of coverage on Channel One than were students, and the disparity was very large; and (2) while students' attitudes were very stable across the two years, the teachers showed some erosion from 1991 to 1993 in their assessment of depth. The two studies showed a dramatic negative change over the 2 years for teachers in their assessment of the competence of Channel One commentators. Attitudes were positive for quality of programming and general worth for both students and teachers. (DK)

ED 366 538 SO 023 753

Dubbeldam, L. F. B.
Education: The Carrier of Cultural Development. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 35p.; Paper presented at the United Nations Educational, Scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 754-762.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Enrichment; *Developing Nations; Foreign Countries; *Government School Relationship; Groups; *Role of Education; *Socialization
IDENTIFIERS- *Cultural Values

This document examines the role of education in cultural development. Culture itself is difficult to define, but involves behavior that is shared, transmitted, imitated, adapted, and altered within a society. Each social group has a cultural identity--that core of concepts, ideas, values, behavior, and purposes by which members of the group identify themselves and distinguish themselves from other groups. Education is the process by which a newborn becomes an integrated member of the community and it is the main agent of transfer of culture through the generations. Education

ED 366 557 SP 034 949

Maeroff, Gene I.
Changing Teaching: The Next Frontier.
PUB DATE- 93
NOTE- 46p.; Highlighted pages and pull quotes may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Cultural Awareness; Cultural Pluralism; Educational Change; Educational Innovation; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; *Faculty Development; *Holistic Approach; *Inservice Teacher Education; Personal Narratives; *School Restructuring; Secondary School Teachers; *Teacher Responsibility
IDENTIFIERS- Diversity (Student); *Reform Efforts

Consistent with education reform efforts, the achievement of systemic change in American education demands that school improvement efforts be fused with professional development opportunities that lead to self-renewal for teachers. This report emanates from a 5-day conference of the Christa McAuliffe Institute for Educational Pioneering (CMI), an organization that nurtures the efforts of innovative and creative teachers around the country. The document emphasizes professional development activities that must accompany change initiatives. Underpinning the report are personal stories that CMI teachers tell of their struggles to make change happen. A unifying theme of the stories is the presence of risk and the capacity to resist discouragement. For the group of CMI teachers who believe that educational structures and practices must be altered and whose deliberations led to this report, it made sense to look at themselves and their schools in terms of four separate but overlapping challenges: (1) diversity and multiculturalism; (2) teaching and learning; (3) systemic reorganization; and (4) coalition building. As the four challenges indicate, teachers will be the key figures in bringing about change in schools. (LL)

ED 366 558 SP 034 955

Teachers' Professional Development and Education Reform. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Context Effect; *Educational Innovation; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Policy Formation; Preservice Teacher Education; Program Design; Program Development; Secondary School Teachers
IDENTIFIERS- *Professionalization of Teaching; *Reform Efforts

This policy brief presents excerpts from an article by Judith Warren Little that addresses the problem of the "fit" between current state and local reforms and prevailing approaches to professional development. The brief addresses first five major examples throughout the book. Chapter 2 explains some of the difficulties for a single profession split three ways (academic, school-based practitioner, and administrator) and discusses the development of the professional community. In chapter 3 a discussion of the professional community moves to the continuing professional development of teachers and the place of research. Chapter 4 deals with professional expertise commencing with the moral character of teacher professionalism. Chapter 5 explains why professional expertise is treated as a matter of professional virtue. Chapter 6 focuses on accountability. In chapter 7 it is argued that teaching is an ideal of service to developing persons that demands constant change and improvement. The final chapter places this account of teacher professionalism in a contemporary context. (Contains approximately 260 references.) (LL)

ED 366 577 SP 034 993

Caddick, Airini
Mindful Management of the Curriculum: A Possible Role for Schema Theory.
PUB DATE- Mar 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Adults; *Cultural Influences; *Curriculum Development; Data Collection; Elementary Education; *Ethnicity; Foreign Countries; Higher Education; Interviews; *Preservice Teacher Education; Recall (Psychology); Research Problems; Student Needs; *Teacher Role
IDENTIFIERS- Christchurch College of Education (New Zealand); New Zealand; *Schema Theory

In this study on schema theory, interviews were conducted with three adults to identify the schema for particular words or phrases (pencil, making a hot drink, talking), which required identifying all those dimensions of meaning involved implicitly and explicitly in how the word/phrase is used. Results revealed that subjects described their ideas predominantly as pictorial images, but also using descriptions and role playing. Most images were recollections of past experiences. Difficulties encountered in obtaining and presenting the data are discussed, such as the involvement of many schemata in the understanding of the meaning of a single word or phrase, the effect of the interaction between verbal-auditory and visuo-spatial systems on understanding, and cultural influences on memory. A program of Christchurch College of Education (New Zealand) is described in which teacher trainees are introduced to schema theory, investigate the schema children have of common social events, and apply action research theory to the area of culture and ethnicity in preparing classroom resources that address identified needs. The paper concludes that it is essential for teacher training to develop the skills to examine and analyze schema (both the teacher's and the child's) in order to achieve a relevant, equitable classroom curriculum. (Contains 11 references.) (JDD)

ED 366 578 SP 034 994

Norton, Janet Lynn
The Effects of Time, Teaching Certification Type, and Field Placement on Reflective Thinking in Preservice Teachers.
PUB DATE- Feb 94

changing social, political and economic situation in the Region, and discusses the prerequisites for health. Chapters 3-7 set out the 38 targets addressing in specific terms improvements in health sought over the 20 years between 1980 and the year 2000; health work that is essential to attain lifestyles conducive to health; contributions the environment makes to health; appropriate services for prevention, treatment, and care; and the provision of an infrastructure for sustained political, managerial, and financial support to the strategies set forth. Each target is presented together with problems that need to be dealt with and suggested means of solving those problems. Appendices provide revision of targets for health for all, indicators for monitoring progress towards health for all in the WHO European Region, and a plan of action. (LL)

ED 366 596   SP 035 069

A Teacher's Guide to the U.S. Department of Education.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; *Educational Resources; Elementary Secondary Education; *Federal Programs; *Grants; Guides; Information Services; *Information Sources; Postsecondary Education; *Resource Materials
IDENTIFIERS- Compilations; *Department of Education; *National Education Goals 1990

This resource guide is intended to familiarize teachers with the U.S. Department of Education's support programs, services, and publications. Organized into five sections, the guide begins with brief descriptions of the Department's major offices and their responsibilities. The next section explains both formula and discretionary grants, briefly describes Department programs relevant to teachers, and includes the names and telephone numbers of the following managing offices: Elementary and Secondary Education, Special Education and Rehabilitative Services, Postsecondary Education, Vocational and Adult Education, Educational Research and Improvement, and Bilingual Education and Minority Languages Affairs. Section three describes services and resources to advance research, information, and communication about education issues. The fourth section lists education clearinghouses that provide information on materials, programs, research, and other resources helpful to educators. The final section lists free Department of Education publications along with ordering information. An evaluation sheet for this guide is included. By centralizing and compiling this information about services to teachers, the Department hopes to increase teachers' access to educational resources available throughout the country. (LL)

ED 366 597   SP 035 070

Yoder, Linda
Enhancing Individual Skills in Dance Composition and Performance Using Cooperative Learning Structures.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 92

three tables present study information. Document notes refer readers to information sources. Four appendix tables amplify the information. (SLD)

ED 366 617   TM 020 989

Results of the 1992 Primary Assessment Program in Urban Schools.
PUB DATE- 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; Comparative Analysis; *Educational Assessment; Elementary Education; Elementary School Students; Foreign Countries; Graphs; *Indigenous Populations; *Mathematics Achievement; Program Evaluation; *Reading Achievement; Scores; Sex Differences; Tables (Data); Test Construction; *Test Results; Test Validity; *Urban Schools; Writing Achievement
IDENTIFIERS- Australia (Northern Territory); *Primary Assessment Program (Australia); Review Panels

This report describes the aggregated reading and mathematics performances of students in years 5 and 7 in urban Northern Territory (Australia) schools on the Primary Assessment Program (PAP) tests. The aggregated results are encouraging, with apparent gains in some reading tests over the preceding year, and no evidence of decline in the others. Reading-test results indicate that the majority of students in years 5 and 7 are well able to read and comprehend texts considered suitable to their levels. There is evidence that boys marginally outperformed girls in the measurement strand of mathematics. On all reading tests, girls outperformed boys. Results of the mathematics tests indicate that students find these somewhat more difficult than the reading tests, with the average mark for both years at approximately 55 percent. Test results of urban self-identified Aboriginal students indicate that, on average, their achievement levels are well below those of non-Aboriginal students. Fourteen tables, 11 figures, and 42 graphs illustrate student achievement results. Six appendixes contain information about the test construction and validation process and comparative performances of various groups. A glossary is attached. (SLD)

ED 366 618   TM 020 990

Kominski, Robert; Adams, Andrea
School Enrollment--Social and Economic Characteristics of Students: October 1991.
PUB DATE- Feb 93
NOTE- 169p.; For the 1989 study, see ED 339 740.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Blacks; College Students; Dropout Rate; Dropouts; *Economic Factors; Educational Background; Elementary School Students; Elementary Secondary Education; Employment Level; *Enrollment; Family Income; Higher Education; Hispanic Americans; Human Geography; Labor Force; Marital Status; Private Schools; Professional Education; Public Schools; Racial Differences; Rural Areas; Secondary School Students; Sex Differences; *Social Influences; *Student Characteristics; Urban Areas; Whites

The Federal Government provides support for education well beyond programs funded through the Department of Education. Federal support for education, excluding revenues foregone through allowable income tax deductions, was an estimated $87.5 billion in fiscal year (FY) 1993, an increase of $24.1 billion (38%) since FY 1990, representing, after adjustment for inflation, a 25% increase. This publication provides data on federal support and trends in recent years. On-budget federal funds for educational programs in FY 1993 were estimated at $68.4 billion, an increase of 33% since FY 1990 in current dollars (20% after adjustment for inflation). Nonfederal funds generated by federal programs (predominantly postsecondary education loans) were estimated at $19.0 billion, a rise of 62% in current dollars from 1990 to 1993. The period marked an increase in on-budget program funds for elementary and secondary education of 12%, with a decrease of 13% in funds for postsecondary education, and a 58% increase in other education funds. It is noted that elementary and secondary schools and colleges derive only about 11% of their revenues from the Federal Government. Three figures and nine tables provide detailed information about expenditures, with an additional six detailed tables in six appendices. (SLD)

ED 366 636 TM 021 035

Walters, Mandy; And Others
The Evaluation of the Special Alternative Instruction Program.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; *American Indians; *Bilingual Education; *Cultural Awareness; Cultural Background; Cultural Differences; *Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; *English (Second Language); Inservice Teacher Education; Interviews; *Mississippi Band of Choctaw (Tribe); Nontraditional Education; Program Evaluation; Program Implementation; Teachers; Whole Language Approach
IDENTIFIERS- External Evaluation; Mississippi

The third annual external evaluation of the Choctaw Special Alternative Instruction program is reported. The program has its roots in two efforts by the Mississippi Band of Choctaw Indians to improve their schools, an English-as-a-Second-Language education effort, and a curriculum implementation program. The Mississippi Band preserves many traditional customs and is aware of the need to retain their own heritage while preparing children for the demands of the future. The Special Alternative Instruction Program continued the prior curriculum reform efforts and promoted cultural awareness among teachers. The evaluation of this program was conducted in six elementary and one middle and secondary school in the reservation area. Program curriculum specialists in the schools stressed the whole language approach, promoted bilingual education, and implemented the new curriculum. Interviews with at least four teachers and three Choctaw aides from five schools indicate the effectiveness of the program specialists and program management. Achievement gains in language arts demonstrate program effectiveness. Recommendations for program gathering data from the entire population. Statistical significance addresses the question of whether, assuming the sample data came from a population in which the null hypothesis is (exactly) true, the calculated probability of the sample results is less than the acceptable limit imposed regarding a Type I error. Reasons not to use statistical significance testing and questions of misinterpretation are reviewed. Two analyses that should be emphasized over statistical significance testing are effect sizes and the empirical replicability of results. (Contains 6 references.) (SLD)

ED 366 655 TM 021 080

Green, Patricia
High School Seniors Look to the Future, 1972 and 1992. Statistics in Brief.
PUB DATE- Nov 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; Academic Education; *Career Planning; College Bound Students; College Preparation; *Educational Attainment; Employment Experience; Enrollment; Females; Futures (of Society); Graduate Study; Higher Education; High Schools; *High School Seniors; Labor Market; Life Events; Longitudinal Studies; Males; *National Surveys; Objectives; Professional Education; Sex Differences; Social Change; *Student Attitudes; Values; Vocational Education
IDENTIFIERS- National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

In light of the many changes of the past 20 years, it may be expected that plans of high school seniors for further education may have also changed, along with the kinds of jobs they expect to have and the things they regard as important. These questions are examined through data from the National Longitudinal Study of 1972 (NLS) and the National Education Longitudinal Study in 1988 (NELS:88), the 1992 Second Follow-up. The proportion of seniors in academic or college preparatory programs was approximately the same in both years, although enrollment in the general track increased and enrollment in vocational education decreased. In 1992, there was little difference between the sexes in high school program placement. In 1992, only 5.3 of students reported that they would not attend some kind of school after high school, but in 1972, 18.9% had reported that they would not continue. Eighty-four percent in 1992 planned to go to college, compared with the 63% who planned to attend in 1972. Differences for females were dramatic, with female seniors in 1992 four times more likely to plan on graduate or professional school as in 1972. Nearly 60% in 1992 planned a professional career, compared with approximately 45% in 1972. Changes in values were most marked among women, who in 1992 espoused values closer to those traditionally held by men. One figure and three tables present data about the two populations. (SLD)

ED 366 656 TM 021 081

Crime in the Schools. Indicator of the Month.
PUB DATE- Feb 94
NOTE- 4p.; Indicator extracted from "The Condition of Education, 1993"; see ED 357 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

the 1990-91 and 1991-92 programs by the Office of Research, Evaluation, and Assessment. The evaluation study identified a number of factors that are crucial to program success and that were evident in the 2 program years studied. It was discovered that themes continued to be an effective way of coordinating the efforts of classroom teachers and CAC staff, particularly at sites which had been participating in the program for a period of time. In addition, use of multisensory approaches means that children who are not successful in one modality have the chance for success in another, and that mastering simple, concrete skills motivates and enables lower-achieving students to generalize from these experiences. A need was expressed by all CAC and school staff members for additional training in coordination and reinforcement of theme-based curriculum. Holistically scored writing samples indicated that the students as a whole had made gains in this area, and a substantial number of students also increased their reading scores. Appendices provide various study documents and assessment instruments. (GLR)

ED 366 675   UD 029 692

Budin, Howard; And Others
Student Service and Philanthropy Project 1992-93.
PUB DATE- 93
NOTE- 32p.; Prepared by the High School Evaluation Unit.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Benefits; Comparative Analysis; Curriculum Evaluation; Decision Making; Financial Services; High Schools; High School Students; Leadership Training; Outcomes of Education; Planning; Private Financial Support; Program Evaluation; Public Schools; Self Esteem; *Skill Development; *Social Development; Social Experience; Social Responsibility; Student Attitudes; *Student Participation; Urban Schools
IDENTIFIERS- Community Service; Financial Planning; New York City Board of Education; Social Good

The Student Service and Philanthropy Project (SSPP) was designed to afford students an opportunity to assume leadership roles in promoting positive social change in their community. This document presents a 1992-93 evaluation of the SSPP concerning the program's implementation and the perceptions of its success on the part of students and project coordinators. Each school provided a project coordinator who had experience in promoting student involvement in community service. The project provided a course for students to learn what foundations are and how they operate and to develop requisite skills. Students also oversaw the projects funded by a minifoundation and directly participated in at least one such project. Benefits of the project, according to the students, included learning to make decisions, developing self-esteem, developing confidence about speaking in front of an audience, assuming greater responsibility, setting higher standards, and working with other people in the pursuit of common goals. Project coordinators praised the project for empowering students to make decisions about meaningful issues and helping them develop many important skills. They believed that it combined learning with practical experience in a way that gave students confidence in their ability to have an impact on the world in which they live. An appendix provides a list of community service projects funded. (GLR) immigrant education over the past 6 years; (2) the number of children served by the program in the 1989-90 school year was 464,938, with approximately three-fourths of these children living in the States of California, New York, Texas, Illinois, and Florida; (3) the number of immigrant children entering the United States is increasing; (4) local school districts are using immigrant education funds for supplementary educational services; and (5) states are granted funds based on their count of eligible immigrant children, which is calculated from schools having at least either 500 students or 3 percent of total public and nonpublic school enrollment. Issues concerning reauthorization involve reducing the duplication of services, simplifying the funding formula through amendments, and improving the targeting of funds. (GLR)

ED 366 695 UD 029 719

McPartland, James M.
Dropout Prevention in Theory and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 36p.; Paper commissioned for At-Risk Evaluation. For a related document, see UD 029 720.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Persistence; Criteria; *Dropout Prevention; Dropout Research; Economically Disadvantaged; High Schools; High School Students; Minority Groups; *School Holding Power; *School Role; Student Attitudes; *Student Motivation; Surveys; Withdrawal (Education)

This paper presents a four-fold typology developed as a general theory of student motivation to stay in school and work hard at learning tasks. Each of the four-fold categories is described with an initial statement of the specific source of student motivation, an analysis of how the source fits in more general motivational theories, and how the experiences of poor and minority students make them especially at risk for lacking motivation. The four-fold categories that are discussed involve the opportunities that exist for success in schoolwork, the human climate of caring and support, the relevance of school to a student's community and future, and the help that is given in attaining freedom from personal problems. Analysis of a sample of dropout students is presented that shows activities designed to prevent them from dropping out are not up to the task. This is because the tasks are not basic or intense enough to reform the primary causes identified by educational theories of low student motivation to remain in high school. Reforms are needed to change the atmosphere from the current emphasis on controlling and sorting students to a new emphasis on supporting and caring for individual learners through major modifications in the roles and responsibilities of teachers and students, including services geared toward assisting students with outside problems. (Contains 27 references.) (GLR)

ED 366 696 UD 029 720

Gordon, Edmund W.; Yowell, Constance
Educational Reforms for Students At Risk: Cultural Dissonance as a Risk Factor in the Development of Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Carson, Joan G.; And Others
Literacy Analyses of High School and University Courses: Summary Descriptions of Selected Courses.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- May 92
NOTE- 22p.; For related papers, see HE 027 102-103.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Biology; Cognitive Development; *College Curriculum; Comparative Analysis; Course Content; *Curriculum Research; English; Higher Education; High Schools; History; Political Science; *Reading; *Secondary School Curriculum; Study Skills; Tests; Thinking Skills; *Writing (Composition)

This study compared reading and writing demands at a city high school and an urban university across the following disciplines: biology, English, history, and political science. Analysis revealed five generalizations concerning high school disciplines: (1) in-class activities and student requirements for courses are tied to the course text which defines the content to be learned; (2) classes tend to be highly participatory, with a great deal of student/instructor exchange and student interaction with course text; (3) high school courses show a high level of integration of language and study skills with course content; (4) cognitive demands of high school courses tend to be knowledge, comprehension, and application (as opposed to the higher demands of analysis, synthesis, and evaluation); and (5) teachers are accountable for student performance on a number of standardized exams causing these exams to determine much of what teachers do in content classes. Analysis of university reading and writing demands across disciplines revealed that these demands vary, but except for composition, little writing is required, and when it is, its focus is on content and not on form. Cognitive demands of college courses are embedded in the reading and writing requirements. Finally, exams are the focus of a course for many students because exams are the way in which students discern the reading and writing requirements of a course. (GLR)

ED 366 260 HE 027 102

Carson, Joan G.; And Others
Academic Demands of the Undergraduate Curriculum: What Students Need.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 52p.; For related documents, see HE 027 101-103.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; College Bound Students; College Faculty; *College Preparation; *College School Cooperation; *Cooperative Planning; *Educational Improvement; Higher Education; High Risk Students; High Schools; Literacy; Public Colleges; Public Schools; Secondary School Teachers; Study Skills; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Teacher Collaboration

This study examined academic literacy (the reading, writing, and verbal demands on students) as a foundation for a collaboration between high school and university faculty designed to ease burden on the borrower. The report also includes a table of the basic types of income-contingent loans. (GLR)

ED 366 279 HE 027 137

Wulff, Donald H., Ed.; Nyquist, Jody D., Ed.
Resources for Faculty, Instructional, & Organizational Development.
PUB DATE- 92
NOTE- 306p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Career Development; Case Studies; Classroom Observation Techniques; *College Faculty; Cultural Differences; *Faculty Development; Higher Education; *Instructional Improvement; Mentors; *Organizational Development; Peer Evaluation; Teacher Improvement; Teacher Workshops; Teaching Assistants; Women Faculty
IDENTIFIERS- Focus Groups Approach

This annual journal presents the latest thinking and research on important issues of faculty, instructional, and organizational development in postsecondary education. Essays in this issue and their authors are as follows: "Faculty Development and the New American Scholar" (William B. Bondeson); "Improving Higher Education: Issues and Perspectives on Teaching and Learning" (Maryellen Weimer); "Faculty Development in Out-of-the-Way Places" (Sally S. Atkins, Marilla D. Svinicki); "Interviews with Existing Faculty: Why Do They Leave?" (Deborah Olsen); "Gender Differences in Faculty Perceptions of Factors that Enhance and Inhibit Academic Career Growth" (Edwin L. Simpson); "Instructional Needs of Part-Time Faculty: Implications for Faculty Development" (Christine A. Stanley, Terrence D. Lumpkins); "What Tenure Files Can Reveal to Us about Evaluation of Teaching Practices: Implications for Instructional/Faculty Developers" (David G. Way); "Using Focus Groups to Obtain Students' Perceptions of General Education" (Sheila Wright, Anne Hendershott); "Team Learning: A Comprehensive Approach for Harnessing the Power of Small Groups in Higher Education" (Larry K. Michaelson); "Conducting Effective Discussions in the Diverse Classroom" (Andrew S. Knoedler, Mary Ann Shea); "Not Another Inventory: Rather a Catalyst for Reflection" (Niel D. Fleming, Colleen Mills); "Hard Times Signal Challenges for Faculty Developers" (Elizabeth F. Fideler, Mary Dean Sorcinelli); "Cosmopolitan Communities for Faculty Developers" (Myrna J. Smith and others); "Breaking Barriers: Mentoring Junior Faculty Women for Professional Development and Retention" (Marie W. Wunsch, Linda K. Johnsrud); "Conducting Effective Peer Classroom Observations" (Barbara J. Millis); "Effective Programming for TA Development" (Lavon Gappa); "Reflections on Teaching Courses in Faculty Development: Three Case Studies" (Kathleen T. Brinko and others); "Inclusive Teaching: A Workshop on Cultural Diversity" (Emily C. Wadsworth); "Building Motivation and Cognition Research Into Workshops on Lecturing" (Michael B. Paulsen); "Using Cases About Teaching for Faculty Development" (LuAnn Wilkerson, John Boehrer); "The Case of Edwina Armstrong" (Rita Silverman, William M. Welty); "Just Tell Us What You Want" (Marilla Svinicki); "The Case of the Missed Exam" (Emily C. Wadsworth); "See You Wednesday!" (Elizabeth F. Fideler, Deanna Yameen); "How Can I Be Heard?" (LuAnn Wilkerson); "Bill Jasper's First Night" (Nick Brockunier and others); "The Return of Bill Jasper" (Kenneth J. Zahorski). Individual papers contain references. (GLR)

Community Colleges (Arizona) in 1988, action/research groups were formed to explore the various challenges of implementing instructional technology effectively. This interim report reviews the work of the groups, with a summary report from each, as follows: (1) "Alternative Funding Sources for Technology Applications" (Angela Ambrosia and Dan Whittemore); (2) "Classroom of the Future" (Chuck West and Mike Svaco); (3) "Cross College Collaboration" (Doyle Burke and Bertha Landrum); (4) "Improving Access to Learning with Technology" (David Dalby and Naomi O. Story); (5) "Library/Learning Resource Center of the Future" (Carmen Coracides and Laurita Moore); (6) "Planning for Information Technologies Facilities" (Jim Jacob and Jan Baltzer); (7) "Staying Current with Technological Change: Implications for Internal Training and Development" (Jamie Cavalier); (8) "Technology, Learning Theory, and Curriculum Restructuring (Integration of Learning Theory, Content, and Technology)" (Julie Bertch and Billie Hughes); and (9) "Where Are We Going and How Do We Get There" (Mark Montanus and Ron Bleed). Selected comments from the discussion leaders (Chairs) are included. (SLD)

ED 366 300 IR 016 496

Walters, Jim, Ed.; Jacobs, Alan, Ed.
Ocotillo: Improving Learning through Instruction. Interim Report, 1989-90.
PUB DATE- May 90
NOTE- 156p.; For additional "Ocotillo Reports", see IR 016 494-499.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; *Community Colleges; *Computer Assisted Instruction; Computer Software Development; Directories; Discussion Groups; Educational Improvement; *Educational Technology; Financial Support; Higher Education; Human Factors Engineering; Information Technology; Library Development; Nontraditional Education; Research Reports; Standards; *Technological Advancement; Teleconferencing
IDENTIFIERS- *Maricopa County Community College District AZ; *Support Systems

Continuing work begun at a 1988 conference, the Ocotillo Action/Research Groups of the Maricopa Community Colleges (Arizona) explored ways to enhance the use of educational technology and to capitalize on future developments in the field. These interim reports cover work done in 1989-90 and serve as a basis for the next projected conference. The reports include: (1) "Access" (Dave Dalby and Mike Rooney); (2) "Computer Conferencing" (Bill Snyder); (3) "Directory of Software in the District" (Greg Swan); (4) "Electronic Forms and Approvals" (Ken Roberts and Nonie Bernard); (5) "Ergonomics" (Betty Brinton); (6) "Federal/Foundation Funding" (Fred Gaudet and Bertha Landrum); (7) "Library Issues" (Carmen Coracides and Laurita Moore); (8) "Non-Traditional Instructional Issues" (Betty Field and Naomi Story); (9) "Standards" (Manny Griego and Jan Baltzer); (10) "Support for Technologies" (Betsy Hertzler, Jamie Cavalier, and Lionel Martinez); and (11) "Teaching and Learning" (Billie Hughes and Marti McCorkindale). (SLD)

ED 366 301 IR 016 497

in shorter versions for classroom use. Most teachers are interested in expanding their use of technology, and most would like more information about it. The use of videodisks is expanding as the use of conventional films is decreasing. Most teachers recognize that the nature of the media itself has an impact on the curriculum and that it can affect the intended message. Many teachers give students tasks to complete during media presentations, but most do not use presentation time for grading or planning themselves. Secondary school students seldom use media to fulfill course requirements, but most teachers are willing to accept such work, and some appear to encourage it. An appendix contains 3 tables and 14 bar graphs representing survey findings. (SLD)

ED 366 320 IR 016 521

National Information Infrastructure Act of 1993, Report To Accompany H.R. 1757. House of Representatives, 103d Congress, 1st Session.
PUB DATE- 13 Jul 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; *Computer Networks; Federal Legislation; Federal Programs; *Information Networks; Research and Development; *Telecommunications
IDENTIFIERS- Congress 103rd; *High Performance Computing; *National Information Infrastructure; National Research and Education Network

This report accompanies H.R. 1757, the National Information Infrastructure Act of 1993. The bill, intended to provide for a coordinated federal program to accelerate development and dissemination of applications of high-performance computing and high-speed networking, is favorably reported by the Committee on Science, Space, and Technology with an amendment. The text of the amendment is included. The report is presented in 13 sections: (1) summary, including background and need for legislation, purpose of bill, and budget explanation; (2) committee actions; (3) explanation of committee amendment, including computing and networking applications program provision, network access, applications research, education applications, health care applications, library applications, applications for government information, High-performance Computing and Applications Advisory Committee amendments, and National Research and Education Network (NREN) amendments; (4) sectional analysis of H.R. 1727; (5) committee views on management of applications program, networking technologies, the High-performance Computing and Applications Advisory Committee, and support for training; (6) legislative history; (7) committee oversight findings and recommendation; (8) oversight findings and recommendations by the Committee on Government Operations; (9) Congressional Budget Office cost estimate; (10) impact on inflation; (11) committee recommendation; (12) changes in existing law made by the bill; and (13) correspondence with other committees. (TMK)

ED 366 321 IR 016 522

Technology, Scholarship, and the Humanities: The Implications of Electronic Information. Summary of Proceedings (Irvine, California, September 30-October 2, 1992).
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 92

(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Access to Information; Bibliographic Databases; *Computer Networks; Financial Support; Information Technology; Library Administration; Library Associations; *Library Automation; Library Development; Library Education; *Library Networks; Library Personnel; *Library Planning; *Library Services; Mission Statements; Online Catalogs; Telecommunications; User Needs (Information)
IDENTIFIERS- Americans with Disabilities Act 1990; *Central Libraries Automation Network NV; *Nevada

The Central Libraries Automated Network (CLAN) of Nevada is a cooperative system which shares circulation, cataloging, and acquisitions systems and numerous online databases. Its mission is to provide public access to information and efficient library administration through shared computer systems, databases, and telecommunications. This document is the automation services plan of the CLAN. The following goals are listed in the document: (1) services: maximize citizens' access to information through automated systems; (2) staffing: provide adequate staff to manage the CLAN network; (3) training: assure availability of state-of-the-art training for all CLAN participants; (4) funding: provide a stable funding base from a variety of sources; (5) hardware/software: provide reliable and efficient hardware and software to meet user needs; (6) database access: provide efficient economical access to databases used to build local files and retrieve non-locally held information; (7) handicapped: provide access for handicapped users through use of new technologies; and (8) telecommunications: manage telecommunications network which provides efficient access to all shared databases. Also included are the corresponding objectives to these goals, as well as a list of 11 project descriptions and cost estimates. (JLB)

ED 366 341 IR 054 817

Nevada State Library and Archives: Masterplan 1993-1996.
PUB DATE- 92
NOTE- 94p.; For related documents, see IR 054 816-819.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Change; Federal Legislation; Financial Support; Futures (of Society); *Information Services; *Library Administration; Library Collections; Library Development; Library Education; Library Extension; *Library Planning; Lifelong Learning; Literacy; Preservation; Records Management; State Legislation; *State Libraries; User Needs (Information)
IDENTIFIERS- *Nevada

This 5-year master plan reflects the Nevada State Library and Archives' continuing commitment to providing open access to comprehensive state of the art information services and to preserving Nevada's valuable information resources. The planning process is indispensable to the design of systems and programs which will meet the changing information demands of government, business, and the public. Ten major goals are stated which are each linked to specific objectives representing a collective image of the way library and information services should develop as we move toward the year 2000. The goals address issues in the areas of: state information policy; public services; library development; archives and records management; collections and preservation;

through volunteer peer counselors; audio tapes for advanced English-as-a-Second-Language instruction; modules and workshops on international education; assistance for faculty and staff working with international students; information on study abroad programs; resource materials on cultural and intercultural issues; and classroom materials for content instruction and writing assignments. Additional projects included the preparation of a manual identifying common misperceptions of a variety of cultures and speakers and workshops on cultural sensitivity in the first year of operation, and the reception of exchange students and the preparation of print and television promotional materials during the second year. A sample brochure and newsletter are appended. (BCY)

ED 366 362 JC 940 072

Armstrong, William B.; Barnes, Randall
Time to Degree Study: An Analysis of Enrollment Patterns for Spring 1992 Associate Degree Recipients.
PUB DATE- Jan 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; Community Colleges; Comparative Analysis; *Enrollment Trends; *Ethnic Groups; *Program Length; *Student Characteristics; *Time on Task; Two Year Colleges; Two Year College Students
IDENTIFIERS- San Diego Community College District CA

To measure the amount of time it takes to earn an Associate of Arts degree at the San Diego Community College District, a study was undertaken of the number of years and number of semesters graduating students at three district colleges had been enrolled. A random sample of 300 students was drawn from the 1,130 students graduating in June 1992, and information was collected on student characteristics; educational objectives; the first term and the number of terms enrolled; whether students stopped-out; and the number of units attempted, earned, and transferred from another institution. Study findings included the following: (1) the 107 students who had not transferred units from other institutions took an average of 5.8 years to earn the degree, while students with transferred units took 6.6 years; (2) for all students, the mean number of terms taken to earn the degree was 11.1, with a minimum of 2 terms (n=2) and a maximum of 49 (n=1); (3) the average age of the graduating sample was 30.9, compared to 29.3 years of age for the spring 1992 student body; (4) the number of years taken to earn a degree varied by ethnicity, ranging from an average of 4.6 years for African Americans to 8.6 years for Latinos; and (5) women took an average of 6.45 years to earn their degree, versus 6.2 for men. Data tables are appended. (BCY)

ED 366 363 JC 940 075

Boggs, George R.
Community Colleges and the New Paradigm. Celebrations: An Occasional Publication.
PUB DATE- Sep 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

27.5% of the black students enrolled in fall 1993 were male, compared to 38.1% of white students and 40.9% of other minority students; (7) 35.1% of non-black minority students were new to PVCC in fall 1993, while just under 30% of both white and black students were new; and (8) despite an increase in full-time students from the late 1980s to 1991, the number of full-time students declined by 10.6% between 1991 and 1993. Includes tables and pie charts. (BCY)

ED 366 380 JC 940 100

Winchell, Anne; Schwartz, Charles P.
New Start Program 1993: Eighth-Year Report.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Advising; Colleges; *College Transfer Students; Community Colleges; *Educational Counseling; Higher Education; *High Risk Students; Intercollegiate Cooperation; Outcomes of Education; Program Descriptions; School Holding Power; Student Improvement; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- City University of New York Kingsborough Comm Coll; *Reverse Transfer Students

In 1985, Kingsborough Community College (KCC), in Brooklyn, established the New Start Program to assist students who began their postsecondary education at senior colleges, but encountered academic difficulties there. New Start applicants are admitted to KCC as matriculants in good academic standing. They take regular courses and are expected to meet the same academic standards as other students. The program offers individual and group counseling to help participants overcome previous difficulties and work toward future success. A total of 2,252 students participated in New Start during its first 8 academic years, with over 45% coming from Brooklyn College. New Start participants have tended to be "traditional" college students with respect to age and enrollment patterns. By March 1993, nearly 36% of all students who ever participated in New Start had succeeded in graduating from KCC and/or transferring to other colleges. More than half of the 508 degrees awareded to these students were either in liberal arts or business administration. As of spring 1993, 599 former New Start students were known to have transferred to other colleges, with the most frequent destinations Baruch, Brooklyn, Staten Island, and John Jay Colleges. By January 1993, 62 New Start students were known to have earned baccalaureate degrees. Profiles of six New Start students whose experiences typify the challenges and achievement of the group are included, along with tables and graphs showing New Start outcomes. (AC)

ED 366 381 JC 940 101

Donsky, Aaron P.
IPEM: An Integrated Planning, Effectiveness Model.
PUB DATE- 23 Feb 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Institutional

students who reported U.S. citizenship decreased rapidly in the early 1980's and then more slowly in the latter portion of the decade; (3) fall enrollment of Hispanic students increased from 20,596 in fall 1981 to 30,649 in fall 1991, an overall increase of 48.8%; (4) Spanish was reported as the native language by the majority of Hispanic M-DCC students across the 10-year period, although this percentage decreased steadily from 80.5% in fall 1981 to 68.2% in fall 1991; (5) the enrollment of White non-Hispanic students decreased by 10% from fall 1981 to fall 1985 and then grew slowly from fall 1985 to fall 1991; (6) over 90% of the White non-Hispanic group graduated from high school in the U.S., reported U.S. citizenship, and used English as their native language; and (7) the enrollment of Asian/Pacific Islander students decreased slightly between 1981 and 1983, and then increased each alternate fall for an overall increase of 79% from 664 to 1,189. Tables showing acculturation trends by ethnicity and campus are included. (AC)

ED 366 398 JC 940 122

Brann, Herman I.
Education, Incarceration, or Welfare? A Comparative Analysis of Institutional Costs. Research Report No. 93-11R.
PUB DATE- Dec 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; College Graduates; Community Colleges; Comparative Analysis; *Correctional Institutions; *Cost Effectiveness; *Cost Indexes; Prisoners; *Program Costs; State Programs; Two Year Colleges; Welfare Recipients; *Welfare Services
IDENTIFIERS- Florida; Miami Dade Community College FL

To determine the cost/benefit relationship between education, incarceration, and welfare, a comparison was undertaken of the actual institutional costs required to produce an associate degree graduate at Miami-Dade Community College (M-DCC), in Florida, and the institutional costs of incarceration and welfare in the state. Costs analyses were conducted for 2,850 students who entered M-DCC in 1986 or later seeking an associate degree and who graduated during 1991-92 having earned at least 60 credits. The actual credits registered were multiplied by the full discipline cost per credit hour to determine the total institutional cost, which was then divided by the number of graduates to give an estimate of the average total institutional cost per graduate. The average time from admission to graduation for the study sample was found to be 4.01 years for Associate in Arts (AA) and 4.34 for Associate in Science (AS) graduates, resulting in average institutional costs of $10,248 per AA graduate and $13,888 per AS graduate. Average annual institutional costs were then calculated at $2,556 per AA graduate and $3,200 per AS graduate. After considering fees and tuition, the average annual costs to the state were determined to be $1,917 for each AA graduate and $2,400 per each AS graduate. The average annual operating cost for a Florida prison inmate was $13,902 in 1990, while the average cost per welfare recipient during 1990-91 was $4,500. Therefore, the average annual cost to the state for producing an AA graduate at M-DCC was 43% of the cost of welfare and 14% the cost of incarceration, while an AS graduate represented 53% of the cost of welfare and 17% of the cost of incarceration. Contains 16 references. (BCY) contributed to increasing the number of women in the work force, and Project Head Start, introduced in the 1960s, led to greater government involvement in and sponsoring of child care and early childhood programs. Education programs for early childhood teachers in recent decades have focused on non-degree certificate programs, two-year associate degrees, or four-year baccalaureate programs for the preparation of teachers and specialists. Certification and credentialling standards vary considerably from state to state, and specific indicators of qualified staff have been hampered by a lack of general agreement on the role of the early childhood teacher, either as custodial care provider or preschool educator. Contains 87 references. (MDM)

ED 366 417 PS 021 880

Shaham, Dan
Male Teachers in Early Childhood Education: Self & Social Perceptions.
PUB DATE- 24 May 91
NOTE- 166p.; M.S. Thesis, Bank Street College of Education.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Day Care; Ethnography; *Males; Parent Attitudes; Preschool Education; *Preschool Teachers; *Self Concept; Sex Differences; Social Cognition; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Male Faculty

Noting that men make up only a small percentage of early childhood and day care educators, a study was conducted to assess male teachers' points of view and attitudes. The self- and social-perceptions of 5 male preschool teachers between the ages of 22 and 50 were determined through ethnographic interviews. It was found that, as a group, the male teachers exhibited high levels of individualism, motivation, social awareness, and non-materialism. Four of the five had previous experience in other professions but decided to enter the preschool teaching profession because they enjoyed teaching. All five said that they were accepted by their female counterparts and rarely clashed with female teachers on non-professional matters. All five reported a period of adjustment to working with young children, and sensed that many children, especially girls, initially were somewhat shy around a male teacher. Three of the five felt socially inferior to many of the parents of the children they taught due to their low salaries. Being accused of being pedophiles and child abusers was the male teachers' greatest fear. (MDM)

ED 366 418 PS 021 886

Perry, Theresa
Toward a Theory of African American School Achievement. Report No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Failure; Black Achievement; Black Culture; *Black Education; *Blacks; Cultural

Social Development; *Teaching Methods; Young Children
IDENTIFIERS- Australia

Designed for teachers, students, caregivers, and health professionals who work with children from birth to age 8, this book provides a review of recent research and theories of development and learning in the early childhood years, with an emphasis on implications for effective teaching. Where appropriate, the book takes an Australian perspective, particularly in discussions about families, social competence, and socialization. The nine chapters are as follows: (1) "Development, Learning and Teaching in the Early Years: A Cognitive Perspective" (Gillian Boulton-Lewis); (2) "The Origins of Thinking: Perception and Cognition in Early Childhood" (Di Catherwood); (3) "Memory, Cognition, Learning, and Teaching from Three to Eight Years" (Gillian Boulton-Lewis); (4) "Language Acquisition" (Judith Bowey); (5) "Motor Development and Learning in Children" (Carolyn O'Brien); (6) "Artistic Development and Learning: An Integration of Processes for Young Children" (Susan Wright); (7) "Social Development: Personal Identity and Social Competence" (Kym Irving); (8) "Socialization and Family Relationships" (Donna Berthelsen); and (9) "The 'Whole Child': Links among Areas of Development" (Di Catherwood). Each chapter includes a list of references. (MDM)

ED 366 438 PS 022 031

The Changing Family Structure.
PUB DATE- Oct 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Traits; Extended Family; *Family (Sociological Unit); Family Problems; Family Programs; *Family Structure; *Foreign Countries; Nuclear Family; Poverty; Poverty Programs; *Social Change
IDENTIFIERS- Africa (East); Australia; Peru; Thailand

This newsletter issue contains feature articles and short reports on how and why family structures are undergoing substantial change in many parts of the world. These articles include: (1) "The Changing Family Structure," a review of how families are changing and why; (2) "Peru: Families in the Andes"; (3) "Thailand: Families of the Garbage Dump"; (4) "Arrernte Families, Culture, and Environment," about Australia's Aboriginal peoples; (5) "Thriving against the Odds," which examines how children can thrive despite adverse circumstances; and (6) a review of the book "Changing Family Life in East Africa: Women and Children at Risk." The issue also contains a network news column with short reports on programs in Argentina, Brazil, Israel, Kenya, Namibia, Tunisia, the United Kingdom, and the United States. Two reports from field project staff examine the state of early childhood care and education in Latin America and the production of a video on Ethiopian immigrants in Israel. Other columns discuss the use of educational materials in a malaria campaign and road safety for children. (MDM)

ED 366 439 PS 022 034

Resource Guide for Educators of Children Affected by Alcohol and Other Drugs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93

Hundred Third Congress, First Session.
PUB DATE- 15 Sep 93
NOTE- 102p.; Serial No. 103-46. Portions contain small/blurred print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Health; *Day Care Centers; Early Childhood Education; Educational Environment; Elementary Secondary Education; Federal Government; Government School Relationship; Hearings; *Lead Poisoning; Public Health; *Public Schools; School Safety
IDENTIFIERS- *Congress 103rd; *New York (New York); New York City Board of Education

The hearing reported in this document examined issues dealing with environmental lead hazards in schools and day care centers and the threat that lead poses to children's health, with a special focus on problems in New York City (NYC) public schools. Following an account of the opening remarks by Representatives on the committee and subcommittee, the hearing report contains accounts from the subcommittee of the disregard for lead hazards by schools and child care facilities, and of the lead hazard in the NYC public schools, including two documents, generated by the NYC Board of Education and the Chancellor's office, on the extent of the city's problem. Testimony was offered by the director of environmental protection issues for the General Accounting Office; the chairman of the American Academy of Pediatrics; the chief of the division of school facilities, NYC Board of Education; a member of Parents Against Lead in Schools; a professor of pediatrics at Montefiore Medical Center; and the chairperson of the New York Coalition to End Lead Poisoning. A written statement from the National School Boards Association is also included. (MDM)

ED 366 460 PS 022 133

Bauch, Jerold P.
Building Bridges from Home to School.
PUB DATE- 27 Apr 93
NOTE- 14p.; Paper presented at the Southeastern Symposium on School Restructuring (Nashville, TN, April 27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Health; Child Welfare; Early Childhood Education; *Educational Change; *Family School Relationship; Low Income Groups; Poverty Programs; School Community Programs; *School Community Relationship; Social Services; Student Needs; *Transitional Programs
IDENTIFIERS- *Integrated Services

This paper discusses the issues surrounding the transition from home or preschool to elementary school for children from low-income families, and examines the future direction of transition programs to help alleviate many of the difficulties that these families face. Noting that there are two venues for reform action, the curriculum and the family and community, the paper presents different visions for ideal schools. One such vision suggests that schools will become a coordinating agency for many of the services and support agencies needed by families. Another view stresses the need to make schooling more central to family and community while making family and

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; Classroom Observation Techniques; Classroom Research; Literacy; Longitudinal Studies; Parent Participation; *Preschool Children; Preschool Education; Reading Instruction; *Reading Readiness; Writing Instruction; *Writing Readiness
IDENTIFIERS- *Emergent Literacy; *Lummi (Tribe); Native Americans; Project Head Start

Literacy development was studied among 38 4-year-olds in Head Start on the Lummi Indian Reservation. Data consisted of observations during weekly visits throughout the school year, student writing samples, records of "pretend reading," responses to environmental print, and checklists assessing written language displays in the classrooms. Children's reading was assessed in terms of interest, stage of reading development, and level of print awareness. Children's writing was assessed in terms of interest, name representation, and stage of writing development. Level of engagement in reading and writing was high among 7-8 children, moderate among 14-16 children, and low or nonexistent among 13-16 children. Suggestions for promoting literacy involve encouraging children to participate in read-alouds; to explore books and stories; to make use of print in the classroom; and to explore writing through a writing table, small-group activities and functional uses of writing in the classroom. In addition, teachers can work together with parents as partners in their children's literacy development. Contains 75 references and extensive appendices of research materials and resources. (KS)

ED 366 480 RC 019 462

Notes From the Field: Education Reform in Rural Kentucky, 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 17p.; For previous volumes, see ED 360 120.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Continuous Progress Plan; *Educational Change; *Educational Practices; *Nongraded Instructional Grouping; Parent Participation; Participative Decision Making; *Primary Education; Rural Schools; *School Based Management; School Districts; Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

This document consists of the two issues in the third volume (covering 1993) of "Notes from the Field," a serial documenting a 5-year study of the implementation of the Kentucky Education Reform Act (KERA) of 1990 in four rural Kentucky school districts. The first issue addresses implementation of an ungraded primary program in eight elementary schools. KERA mandates that grades K-3 be replaced with an ungraded primary program through which students progress at their own rates without the stigma of school failure. Critical attributes required for full implementation are: (1) developmentally appropriate practices; (2) multi-age, multi-ability classrooms; (3) continuous progress; (4) authentic assessment; (5) qualitative reporting methods; (6) professional teamwork; and (7) positive parent involvement. Observations reveal that six attributes are being implemented to some degree in most primary classrooms. Implementation of "continuous progress" appears most problematic. The second issue updates the progress of school-based decision making in the four school districts. Only and 11, TAAS focuses on higher order thinking and problem-solving skills in reading, writing, and mathematics. Analysis of migrant student scores by grade and subject in relation to scores of Anglo White students suggests the following instructional planning strategies: (1) concentrating on language arts in grades K-3, as migrant math scores are comparatively strongest at this level; (2) dividing instructional efforts between reading and math in grades 4-6, as the greatest slump in scores occurs at this level; (3) conducting a massive remedial effort in reading and math in grades 7-8 to prevent dropout; and (4) focusing on mastery of basic arithmetic, introduction to algebra and geometry, and content-area reading and writing in grades 9-12. (SV)

ED 366 498 RC 019 504

Henderson, Allison; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1990-91.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 560p.; For the 1989-90 summary, see ED 356 925.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Enrollment; Ethnic Groups; Federal Aid; Migrant Education; Program Evaluation; *Scores; *Student Participation; Tables (Data)
IDENTIFIERS- ECIA Chapter 1 Migrant Programs

This report summarizes participation and achievement data provided by state education agencies on the Chapter 1 Migrant Education Program for the 1990-91 school year. Of the 437,363 migrant students reported as an unduplicated count of regular and summer term participants, 79% were Hispanic, 11% were White, and 2-4% each were Black, American Indian/Alaska Native, and Asian/Pacific Islander. Participants were formerly migrant (52%), interstate currently migrant (35%), and intrastate currently migrant (13%). Participation increased 6% from 1989-90 to 1990-91, with 33 states reporting increases. In the regular term, about 33% of participants received reading services; nearly 25% received mathematics services; 43-50% received guidance and counseling services or other supporting services; about 20% received health services or social work/outreach services; and less than 10% received dental, nutrition, or transportation services. Achievement information for currently migrant participants was reported by 34 states using a norm-referenced, point-in-time assessment model. For regular term formerly migrant participants, 31 states provided some form of achievement data using a norm-referenced pretest and posttest model, and 14 states provided sustained gain information in the required format. In general, migrant participants performed better in mathematics than in reading. Overall federal funding for the program increased 4%, but funding per participant decreased to $646 from $660 the previous year. Numerous data tables detail information (total and by state) on: (1) participation by race and ethnicity, type of migrant status, gender, year of birth, percentage with disabilities, type of service, and regular and summer term; (2) teachers, teacher aides, and other staff; (3) various types of achievement results for regular term by grade; (4) other outcome measures; and (5) federal funding. (SV)

Education for All: Women and Girls Speak Out on the National Education Goals.
PUB DATE- May 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Rate; *Educational Objectives; Elementary Secondary Education; *Equal Education; Excellence in Education; *Females; Nondiscriminatory Education; *Pregnant Students; *Sex Fairness; *Womens Education
IDENTIFIERS- *National Education Goals 1990

In this paper, a coalition representing nearly 50 diverse organizations committed to expanding equity for girls and women in all aspects of education expresses concern that very little attention has been directed to the particular needs of women and girls in general, and of minority women and girls in particular, in the formulation of the national education goals and objectives. This analysis presents the coalition's views regarding the concerns and strategies that must be taken into account to assure that women and girls are full and successful partners in the pursuit of educational excellence. The six National Education Goals, to be achieved by the year 2000, are the following: (1) all children in the United States will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) U.S. students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in the United States will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S. students will be first in the world in mathematics and science achievement; (5) every U.S. adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every U.S. school will be free of drugs and violence and will offer a disciplined environment conducive to learning. This document addresses the specific problems of females in benefiting from each of these goals, and presents recommendations regarding what will be needed to enable them to succeed. (DK)

ED 366 520 SO 023 544

Blossfeld, Hans-Peter; Shavit, Yossi
Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries. EUI Working Paper.
PUB DATE- Aug 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Educational Change; *Educational Opportunities; Elementary Secondary Education; Foreign Countries; Higher Education; *Parent Background; Social Change; Social Science Research; *Social Stratification; *Socioeconomic Status
IDENTIFIERS- Czechoslovakia; *Educational Stratification; Great Britain; Hungary; Israel; Italy; Japan; Netherlands; Poland; Sweden; Switzerland; Taiwan; United States; West Germany

This study is a comparative analysis that addresses the question:

guarantees the continuation of culture. In earlier times, where central governments managed schools, the governments dictated curriculum and the curriculum reflected the culture of the center of power. The norms and values of formal education can strengthen the cultural identity of the learners. Non-formal education may offer an alternative form of teaching and can be used to impart specific skills for employment or social development. Informal education may be even better, as it requires lower expenses while tapping knowledge, skills, and ideas that would otherwise be overlooked. Formal teaching should be supported by informal education, or the official values and skills that the schools teach may come off second best to what pupils learn in informal circuits. (Contains 30 references.) (SG)

ED 366 539 SO 023 754

Puri, Premlata
Cultural and Intercultural Aspects of Education: A New Responsibility for Teachers. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 14p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Creativity; *Cultural Awareness; *Curriculum Enrichment; *Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Improvement; *Student Development; *Teacher Education Programs
IDENTIFIERS- *India

It is possible to measure the impact of culture on education in the ways in which students react to real life situations. Only through years of education is it possible to begin to perceive how creativity and aesthetic values affect the emotional development of the youth as a whole. Modern educational concepts need to be taught using traditional methods that have in them aesthetic qualities and a message to communicate. The history of formal and nonformal education in India goes back several millennia. Education was totally merged into the cultural roots of the region. Such a mix is necessary today, as an understanding and respect of other cultures is only possible through a full awareness of one's own culture. Since there is an urgent need to link education and culture, there is a corresponding need to change preservice and inservice teacher education. Culture can be incorporated either through an integrated curriculum or as a separate discipline in teacher training. With little additional training, teachers become very aware of their role in teaching about culture. Schools should assist in such efforts through the use of printed and audiovisual educational materials that enhance teacher output. (SG)

ED 366 540 SO 023 755

Ezeomah, Chimah
Functional Curriculum Development: A Means of Retaining Nomadic Fulbe Cultural Identity. Contribution of Education to Cultural Development.

themes of reform and their implications for teaching. These themes are: reforms in subject matter teaching (standards, curriculum, and pegagogy); reforms centered on problems of equity and the increasing diversity of the student population; reforms in the nature, extent, and uses of student assessment; reforms in the social organization of schooling; and reforms in the professionalization of teaching. It is claimed that policymakers and administrators confront major challenges in matching existing resources for professional development to such challenges. These challenges are summarized under four headings: surmounting the limitations of packaged knowledge; the spread of innovation; centering learning opportunities in the school workplace; and deciding the locus of responsibility for professional development policy. Alternatives to traditional models of professional development are highlighted. These include teacher collaboratives, subject matter associations, and school/university collaborations. Each of the alternative professional development approaches suggests principles to guide the design of professional development opportunities such as contexts of teaching, experience of teachers, support for informed dissent, and techniques and perspectives of inquiry. (LL)

ED 366 559   SP 034 962

Gormley, Kathleen; And Others
An Investigation into the Influence of Classroom Practica Experiences on Student Teachers' Thoughts about Teaching.
PUB DATE- Oct 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 15-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Education Courses; Education Majors; Elementary Education; Graduate Students; Higher Education; Performance Factors; *Practicums; *Preservice Teacher Education; Program Design; Program Effectiveness; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teaching Experience; Teaching Skills; Undergraduate Students

Student teachers' thoughts about teaching can shape, foster, or impede their growth toward expert pedagogy. This study examined the thoughts about teaching of two groups of student teachers--45 graduate and 63 undergraduate students. The professional coursework of both groups was very similar, with one exception--graduate students had no practica experiences in elementary classrooms before student teaching. Questionnaires were administered to all student teachers before and after the student teaching placement. Findings support the strength of the undergraduate teacher education program. Prior to student teaching, the two groups were very similar in their thoughts about teaching. Following the experience, undergraduates revealed different kinds of thoughts than graduates. For example, graduate students continued to reflect concern about their basic teaching skills, lesson planning, and classroom management; undergraduates were more confident and more sophisticated in their thinking about classroom pedagogy and were better able to reflect on whether children learned from their teaching. Based on informants' responses, it was concluded that practica experiences help new teachers move more quickly to mature thoughts about both teaching and children's

NOTE- 29p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Teacher Certification; *Teacher Education Curriculum; *Time Factors (Learning)
IDENTIFIERS- *Preservice Teachers; *Reflective Thinking

This study was conducted to examine changes in reflective thinking in preservice teachers in relation to length of time in the teacher education program, teaching certification type, and field placement. Information was collected from student teachers (N=13) through both completion of a questionnaire and through analysis of weekly journals using the Pedagogical Language Acquisition and Conceptual Development Taxonomy of Teacher Reflective Thought. It was hypothesized that: (1) preservice teachers would evidence an increase in levels of reflective thinking throughout the field experience, and (2) that preservice teachers placed with university-trained classroom teachers would be more reflective than those placed with other veteran teachers. Data analysis revealed that length of time in the teacher education program and teacher certification type were significantly related to reflective thinking, and that preservice teachers seeking secondary certification were more reflective than their elementary colleagues. Empirical findings identified curriculum structures that may maximize changes in reflective thinking in preservice teachers and assist teacher educators in implementing the principles of reflective practice. (LL)

ED 366 579 SP 034 995

Norton, Janet Lynn
Creative Thinking and Locus of Control as Predictors of Reflective Thinking in Preservice Teachers
PUB DATE- Feb 94
NOTE- 36p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Creative Thinking; Elementary Secondary Education; Field Experience Programs; Higher Education; Journal Writing; *Locus of Control; Predictive Measurement; *Predictive Validity; *Predictor Variables; Preservice Teacher Education
IDENTIFIERS- *Preservice Teachers; *Reflective Thinking

This study was conducted to examine reflective thinking in 12 preservice teachers as it relates to locus of control and creative thinking. Subjects completed the Torrance Tests of Creative Thinking (Verbal Form A) and The Locus of Control Scale for Teachers. Measures of the dependent variable, reflective thinking, were determined through analyses of weekly journals using the Pedagogical Language Acquisition and Conceptual Development Taxonomy of Teacher Reflective Thought. Results indicated that locus of control was a significant predictor of reflective thinking; however, none of the independent variables, either alone or in combination, were consistent predictors of reflective thinking. Comments from

NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cooperative Learning; Cooperative Planning; Cultural Enrichment; *Dance Education; Elementary School Students; Fine Arts; Integrated Curriculum; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Strategies; Middle Schools; *Movement Education; *Skill Development; *Student Attitudes
IDENTIFIERS- Diversity (Student); Middle School Students

The purpose of this study, conducted at Mohawk Alternative Middle School (Columbus, Ohio) was: (1) to identify student attitudes about dance and the place of dance in education; (2) to determine the effects of specific cooperative learning structures on the ability of individual students to create their own movement studies; (3) to identify instructional strategies for teaching dance composition; and (4) to explore cooperative learning as a means to integrate the areas of critical, historical, cultural, social, and aesthetic inquiry into student dance making. Pre- and post-surveys, written journals, pre- and post-video recordings of individual student compositions, and interviews form the basis for the presentation of eight individual case studies. Data analysis indicates that cooperative learning structures have a definite and useful place in the dance classroom and studio. The majority of subjects showed marked improvement in either performance or compositional skills or both and demonstrated greater confidence, self-assurance, and clarity. Appendices describe preparation for research, survey questions and student responses, pre- and post- video interviews, analysis of pre- and post- movement studies, and a coding sheet for assessment of movement studies. (Contains 37 references.) (LL)

ED 366 598 TM 020 656

Everson, Howard T.; And Others
Test Anxiety and the Curriculum: The Subject Matters.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; College English; *College Freshmen; College Mathematics; College Science; Comparative Testing; *Difficulty Level; Educational Attitudes; Higher Education; Physical Sciences; Social Sciences; *Student Attitudes; *Test Anxiety; Urban Universities; White Students
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students; Self Report Measures; *Subject Content Knowledge; Test Demand Instructions; Test Revision; *Worry Emotionality Scale (Morris Davis Hutchings)

College students' self-reported test anxiety levels in English, mathematics, physical science, and social science were compared to develop empirical support for the claim that students, in general, are more anxious about tests in rigorous academic subjects than in the humanities and to understand the curriculum-related sources of anxiety. It was hypothesized that students' perceptions of a subject's difficulty are correlated positively with their levels of test anxiety in that subject. It was assumed that students would report greater test anxiety when they believed mastery of a subject demanded precise answers on tests rather than a general understanding of the

IDENTIFIERS- Current Population Survey; Time Series Analysis

This report presents detailed tabulations of data on school enrollment of the civilian noninstitutionalized population in October 1991. It also includes summary time series of data from the beginning of the survey since 1946. These data cover enrollment in regular schooling from nursery school through college and professional school. Data are broken down by: (1) age; (2) sex; (3) race; (4) Hispanic origin; (5) marital status; (6) family status; (7) family income; (8) education of the householder; (9) labor force status; (10) metropolitan residence; (11) region; and (12) mother's labor force status and education. Enrollment characteristics include level and grade of school, public or private status, full- or part-time attendance, and two-year or four-year college. Vocational school enrollment is shown separately. In October 1991, approximately 63.9 million persons were enrolled in regular school, with about 61.3 million between the ages of 3 and 34. While nursery school and kindergarten enrollments were approximately equal to those of the preceding year, enrollment in elementary school was up approximately 0.6 million persons, and high school enrollment was nearly 0.3 million higher. Neither the dropout rate nor the dropout pool changed significantly. College enrollment rose by approximately 0.5 million. Appendices contain supplementary tables, definitions, explanations, and a discussion of the source and accuracy of the tables. Four figures, 7 text tables, 19 detailed tables, and 12 appendix tables present data in concise form. (SLD)

ED 366 619 TM 020 991

Kominski, Robert; Adams, Andrea
School Enrollment--Social and Economic Characteristics of Students: October 1992.
PUB DATE- Oct 93
NOTE- 166p.; For the 1989 study, see ED 339 740.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Blacks; College Students; Dropout Rate; Dropouts; *Economic Factors; Educational Background; Elementary School Students; *Elementary Secondary Education; Employment Level; *Enrollment; Family Income; Higher Education; Hispanic Americans; Human Geography; Labor Force; Marital Status; Private Schools; Professional Education; Public Schools; Racial Differences; Rural Areas; Secondary School Students; Sex Differences; *Social Influences; *Student Characteristics; Tables (Data); Urban Areas; Whites
IDENTIFIERS- Current Population Survey; Time Series Analysis

This report presents detailed tabulations of data on school enrollment of the civilian noninstitutionalized population in October 1992. It also includes summary time series of data from the beginning of the survey since 1946. These data cover enrollment in regular schooling from nursery school through college and professional school. Data are broken down by: (1) age; (2) sex; (3) race; (4) Hispanic origin; (5) marital status; (6) family status; (7) family income; (8) education of the householder; (9) labor force status; (10) metropolitan residence; (11) region; and (12) mother's labor force status and education. Enrollment characteristics include level and grade of school, public or private school, full- or part-time attendance, and two-year or four-year college. Vocational school enrollment is shown separately. In October 1992, approximately 64.6 million persons were enrolled in regular continuation include a renewed emphasis on curriculum implementation and additional help for teachers bridging language and cultural differences. Seven tables present findings about student achievement. A list of recommendations includes continuing curriculum development, developing curriculum training for teachers and aides, and providing Choctaw language instruction for teachers. (Contains 4 references.) (SLD)

ED 366 637   TM 021 037

Student, Educator, and Parental Views on Proficiency-Based Credit Assessment.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Oct 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Acceleration (Education); Advanced Courses; Advanced Placement; *Equivalency Tests; Experiential Learning; High School Equivalency Programs; High Schools; High School Students; Parents; Prior Learning; Program Evaluation; Public Schools; Questionnaires; Rural Schools; *Student Attitudes; Suburban Schools; Surveys; Teacher Attitudes; *Teachers
IDENTIFIERS- *Proficiency Based Credit Assessment; *Utah

This report presents results from Phase 2 of an ongoing Utah State Office of Education project titled "Preliminary Study of Proficiency Based Credit Testing in Utah Public Schools." Proficiency-based credit assessment (PBCA) means awarding secondary school academic credit to students considered proficient in the area without having taken the designated academic course. Phase 1 of the study examined the literature on PBCA, PBCA use in other states, and PCBA use in Utah. Recommendations from phase 1 supported development of PBCA on a state-wide basis. In phase 2, a catalog of PBCA resources and learning opportunities was compiled to help students become aware of possibilities. A major component of phase 2 was the surveying of 1,296 students, approximately 400 parents, and 114 educators in a small rural district and a large suburban district. Findings demonstrate that students, parents, and educators are aware of and support learning outside the classroom. They are also in favor of granting credit for such learning. From 46 to 64 percent of students expressed an interest in PBCA. Recommendations are made for the Phase 3 development of PBCA assessment. Four exhibits present study findings. Five appendices include the catalog of resources; the three surveys given to students, parents, and educators; and student comments. (Contains 4 references.) (SLD)

ED 366 638   TM 021 039

Hecht, Jeffrey B.; And Others
Project Homeroom, Second Year Experiences: A Final Report on the Project in the Maine East High School, New Trier High School, Amos Alonzo Stagg High School.
PUB DATE- 15 Nov 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Students; *Crime; *Educational Environment; Educational Trends; Effective Schools Research; Elementary Secondary Education; Ethnic Groups; High Risk Students; Minority Groups; Racial Differences; *School Safety; School Security; Stealing; Tables (Data); Trend Analysis; Urban Schools; Victims of Crime; *White Students
IDENTIFIERS- Educational Indicators; *Victimization

Research on effective schools has identified a safe and orderly environment as a prerequisite for academic success, but in recent years educators and policy makers have expressed concern about possible increases in the incidence of school-related criminal behavior. Between 1976 and 1991, blacks were more likely to be threatened, and more likely to be injured, with a weapon in school than whites, with approximately 1 in 10 black high school seniors reporting being injured with a weapon in school. The most frequent type of victimization in high school was having had something stolen (approximately 4 in 10 overall). Nearly one in four reported that their property had been deliberately damaged or that they had been threatened without a weapon. A table gives percentages of high school seniors reporting being victimized in school by type of victimization and by race. Two figures illustrate trends in victimization with and without weapons. (SLD)

ED 366 657 TM 021 082

Time To Complete Baccalaureate Degree. Indicator of the Month.
PUB DATE- Oct 93
NOTE- 4p.; Indicator extracted from "The Condition of Education, 1993"; see ED 357 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; *Bachelors Degrees; *College Graduates; *Degree Requirements; *Educational Attainment; Ethnic Groups; Higher Education; Private Colleges; Public Colleges; Racial Differences; Sex Differences; *Time Factors (Learning)
IDENTIFIERS- Educational Indicators; Recent College Graduates Survey 1978 (NCES); Recent College Graduates Survey 1987 (NCES); *Time to Degree

Most students planning to enter college do so immediately after graduating from high school, and most baccalaureate programs can be completed within 4 years. Taking longer may have a variety of causes and a number of implications, including costs for the individual and the institution. Approximately 31% of college graduates in 1990 completed their baccalaureate degree within 4 years of graduating from high school, while 43% completed it within 4 years of entering college. This percentage was larger for females than males, for students at private colleges than for those at public colleges, and for White students than for Blacks, Hispanic Americans, or American Indians. Between 1977 and 1990, the percentage completing college within 4 years of graduating from high school declined and the percentage taking more than 6 years to graduate increased. Two tables present statistics about graduates by sex, control of institution, and race and ethnicity. Two graphs illustrate trends in times of degree completion. (SLD)

ED 366 658 TM 021 083

Education and Labor Market Outcomes of High School Diploma and GED Graduates. Indicator of the Month.

ED 366 676   UD 029 693

Kruse, Sharon D.; Louis, Karen Seashore
Developing Professional Community in New and Restructuring Urban Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 93
NOTE- 38p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Community Change; Comparative Analysis; *Cooperation; Elementary Secondary Education; Ethnography; Human Resources; Leadership; Longitudinal Studies; Middle Schools; *Organizational Change; *Organizational Climate; Professional Autonomy; Professional Development; Professional Isolation; Teaching (Occupation); *Urban Schools

This paper reports on a longitudinal study of four urban schools that sought to develop professional community as part of a restructuring process. The study focuses on how restructuring affected teachers' work over a 3-year period. It reports that the absence of structural conditions can impede the growth of professional community; however, their presence cannot ensure such growth. In addition, the creation of professional community is not an automatic consequence of teacher empowerment or school autonomy. Data support the notion that the most central social and human resources supporting the growth of school communities are: (1) teacher expertise related to cognitive and skill outcomes for classroom practice; and (2) leadership supportive of teacher efforts, including their cognitive and skill acquisition. Such supportive leadership contributes to the development of a base of trust and respect, the creation of an environment open to improvement, and the creation of a sense of efficacy emanating from successful efforts of the staff toward improvement and increased student learning. (Contains 8 references.) (GLR)

ED 366 677   UD 029 696

Who Are Homeless Families? A Profile of Homelessness in New York City.
PUB DATE- Apr 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; Child Neglect; Daily Living Skills; Demography; *Economically Disadvantaged; Ethnic Groups; *Family Characteristics; *Family Structure; Family Violence; Foster Care; Foster Children; Health Needs; *Homeless People; Housing Needs; Intervention; Job Training; One Parent Family; Policy Formation; Poverty; Research; Surveys; Unwed Mothers; Urban Areas
IDENTIFIERS- *New York (New York)

This document presents results of a survey involving 400 homeless families on a number of social and economic factors, including family structure, housing history, employment background, educational attainment, and various interpersonal problems. The study sought to gain a greater understanding of the demographics surrounding homelessness. Findings include the

PUB DATE- 19 Oct 92
NOTE- 31p.; Paper commissioned for At-Risk Evaluation. For a related document, see UD 029 719.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Persistence; Acculturation; *Cultural Influences; Dropout Prevention; Economically Disadvantaged; *Ethnic Groups; High Risk Students; Majority Attitudes; *Minority Groups; Multicultural Education; *School Holding Power; School Role; Secondary Education; Secondary School Students; Withdrawal (Education)
IDENTIFIERS- Reform Efforts

This paper addresses the notion that persons at risk of failure to achieve an adequate education are in that position partly because of their social circumstances, i.e., their ethnicity, culture, language, or economic status. It discusses the impact of culture on what one does and how one does it, addresses the manner in which culture frames as well as enables one's feelings and thoughts concerning what one does, and examines the question of what mechanism of culture serves as the vehicle and context for human activity. Based on this analysis of cultural influences and their relationships regarding academic achievement, several implications for educational reform are examined covering: (1) the limitations of reform in school governance alone; (2) the limitations of the manipulation of standards and accountability based on educational achievement tests data; (3) the applicability of principles of social justice, i.e., the distribution of equity; (4) the pedagogical principles of adaptability and complementarity; and (5) concern for diversity, pluralism, context, and perspective. (Contains 26 references.) (GLR)

ED 366 697 UD 029 721

Stevens, Suzanne H.
How To Rescue At-Risk Students. A Guide for Parents and Teachers.
PUB DATE- 90
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Ability; *Academic Achievement; Case Studies; Educationally Disadvantaged; Elementary Education; Elementary School Students; Guidelines; *High Risk Students; Objectives; Skill Development; *Special Needs Students; Success; *Teaching Methods; Visualization
IDENTIFIERS- Neurosciences

This book provides guidelines for teachers and parents in helping high-risk students to succeed academically by developing the skills and behaviors necessary for successful learning. It focuses on creating practical applications of the new discoveries being made in the neurosciences and demonstrates techniques for teaching to the whole brain. Specific chapters consider such areas as: (1) giving students a taste of success, (2) choosing topics that are sure to hold the student's interest, (3) offering real challenges, (4) adjusting teaching methods and materials, (5) avoiding time limits, (6) teaching students how to learn, and (7) providing appropriate study environments. In addition, the book discusses a special rescue project designed to provide excellent students meaningful enrichment at the same time that it offers at-risk youngsters a

transitions by students from secondary to postsecondary education. The 3-year project was conducted at an urban public university that enrolls approximately 23,000 students, of whom 24 percent are minorities and a nearby city high school. While the basic goal of the project was to create academic literacy descriptions that could be used for collaboration among faculty to create better preparation programs for high school students, it also achieved the development of a model of faculty collaboration. The faculty collaboration experienced in the project provided an environment in which faculty recognized that their shared work has broad implications which extend beyond their individual classrooms. The use of academic literacy was important in helping generate a broader participation from all faculty levels and allowed for a clearer focus to be maintained for discussion and for instituting change. This model has been distributed to 170 academic alliance contacts in a 15-state area identified by the Southern Regional Education Board, and will be distributed to a national audience at the American Association for Higher Education's 1993 Conference on College/School Partnerships. Appendices include study surveys, interview questions, an observation manual, and a dissemination list. (Contains 12 references.) (GLR)

ED 366 261   HE 027 103

Carson, Joan G.; And Others
A Model for Faculty Collaboration: Focus on Academic Literacy.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.; For related documents, see HE 027 101-102.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; College Faculty; *College Preparation; *College School Cooperation; *Cooperative Planning; *Educational Improvement; Higher Education; High Risk Students; High Schools; Literacy; Public Colleges; Public Schools; Secondary School Teachers; Staff Development; Study Skills; Teacher Improvement
IDENTIFIERS- *Teacher Collaboration

This study, part of a 3-year project designed to determine specifically and in-depth the reading, writing, and verbal demands made of students in university-level academic courses, college students by examining academic literacy requirements and involving the cooperative efforts of high school and university faculty members. This paper discusses the rationale behind collaboration of faculty concerned with academic literacy, examines the cultural differences that exist between high schools and colleges, describes the collaborative process and its participants, and presents the academic literacy data collected. The study found that use of the faculty collaboration model led to a renewed sense of professionalism, increased commitment to teaching, and heightened expectations for their students. In addition, college faculty were able to develop a clearer understanding of high school academic preparation teaching practices. The paper argues that collaborations of this type--those focusing on academic literacy--widen the perspective that school/college partnerships have begun, to not only include a larger pool of academic program faculty, but also to focus collaborative discussions on questions and issues that are critical for

ED 366 280 HE 027 138

Changing States: Higher Education and the Public Good.
PUB DATE- 94
NOTE- 55p.; Prepared by the Commission for Educational Quality.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Change Strategies; College Instruction; College School Cooperation; Curriculum Development; *Educational Change; Educational Finance; *Educational Improvement; *Educational Responsibility; *Higher Education; *Relevance (Education); State Aid

This report finds two fundamental problems threatening higher education's ability to help America succeed in challenging times: first, the lack of recognition by state and national leaders of higher education's value; and, second, the lack of recognition by colleges and universities of their need to change. The report presents recommendations to the 15 southern states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. This report discusses five ways higher education in the 15 southern states needs to change: (1) alter the balance between teaching and research; (2) redesign what colleges and universities teach; (3) increase the emphasis on quality and productivity; (4) respond more directly to job market challenges; and (5) strengthen connections between colleges, schools, and the workplace. An attachment presents state-by-state background data covering: shifts in public higher education funding; personal income; civilian labor force status; percent of adult population with 4 or more years of college; headcount enrollment of Black students; enrollment growth; federal support for research and development; medical schools; employees by major industry; infant mortality and poverty; college enrollment rates; growth in state and local government expenditures; public higher education share of expenditures; shifting sources of higher education funding; median annual undergraduate tuition; and appropriations of state tax funds for higher education. (GLR)

ED 366 281 HE 027 139

An Analysis of Public University Administrative and Support Functions.
PUB DATE- 13 Jul 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *College Administration; Comparative Analysis; Costs; Educational Facilities; Educational Finance; *Expenditure per Student; *Expenditures; *Governance; Higher Education; *Public Colleges; Resource Allocation; State Colleges; State Universities; Statistical Data
IDENTIFIERS- *Illinois

This report analyzes fiscal year 1992 expenditures for all but three of the administrative and support subfunctions included in the Illinois Resource Allocation and Management Program which collects expenditure data from Illinois public universities on 55 separate groupings of activities referred to as subfunctions or subprograms. Expenditures in four areas are

Nagel, Karla, Comp.; And Others
Ocotillo: Improving Learning through Technology. Year End Report, 1990-91.
PUB DATE- May 91
NOTE- 139p.; For additional "Ocotillo Reports", see IR 016 494-499.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Administration; *Community Colleges; *Computer Assisted Instruction; Discussion Groups; Educational Improvement; *Educational Technology; Higher Education; Intellectual Disciplines; Library Services; Nontraditional Education; Standards; *Technological Advancement; Teleconferencing
IDENTIFIERS- *Maricopa County Community College District AZ; *Support Systems

At a conference in 1988 the Maricopa Community Colleges (Arizona) began the process that resulted in development of the Ocotillo Action/Research Groups to study the development of educational technologies in the community college setting. This year-end report presents the following reports of the various working groups, which summarize activities since the last report: (1) "Administrative Computer Conferencing" (K. C. Hundere and Bill Snyder); (2) "Discipline Dialogues" (John Mildrew and Jon Travis); (3) "Electronic Forms and Approvals" (Ken Roberts and Nonie Bernard); (4) "Instructional Computer Conferencing" (Karen Schwalm and Shirley Lowman); (5) "Library Users Group" (Toni Rodriguez and Laurita Moore de Diaz); (6) "Non-Traditional Instructional Issues" (Mary Alcon and Mike Rooney); (7) "Support for Technologies" (Barbara Kilpatrick, Jamie Cavalier, and Debbie Krumtinger); and (8) "Standards" (Manny Griego and Don Shehi). (SLD)

ED 366 302 IR 016 498

Rodriguez, Toni, Ed.
Ocotillo: Improving Learning through Technology. Report, 1991-92.
PUB DATE- May 92
NOTE- 156p.; For additional "Ocotillo Reports", see IR 016 494-499
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; *Community Colleges; *Computer Assisted Instruction; Computer Networks; Discussion Groups; *Educational Technology; Higher Education; Intellectual Disciplines; Intellectual Property; Interactive Video; Nontraditional Education; Standards; *Technological Advancement; Teleconferencing
IDENTIFIERS- *Maricopa County Community College District AZ; Open Entry Open Exit; *Support Systems

As background for its fifth meeting, Ocotillo, the faculty-driven think tank for instructional technology issues of the Maricopa Community Colleges (Arizona), presents reports from its working groups for 1991-92. The groups explore the uses and development of educational technology, particularly in the community college setting. The reports are: (1) "Access" (Joe LeCluyse and Yolanda Penley); (2) "Intellectual Rights" (Mary Lou Mosley and Jan Bradshaw); (3) "Discipline Dialogues" (John Mildrew and Maria Harper-Marinick); (4) "Instructional Computer Conferencing" (Karen Schwalm and Shirley Lowman); (5) "Video Conferencing Network" (Norman Jenson, Janet Whitaker, and Jamie

NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Educational Technology; Electronic Publishing; Futures (of Society); *Humanities; *Information Dissemination; Information Networks; National Organizations; Online Systems; Professional Development; *Scholarship; Sociology; Teaching Methods; *Technological Advancement; *Telecommunications

This volume constitutes a summary of the proceedings of a conference on the issues faced by humanities scholars in scholarly and instructional use of technology. It captures the conjoint thinking of the participants. Following the plenary session surveying conference objectives, the keynote address by Vartan Gregorian, president of Brown University, explores the explosion and fragmentation of information and the tasks of integrating and resynthesizing this information. The following commissioned papers are summarized: (1) "The Intellectual Implications of Electronic Information" (Oleg Grabar); (2) "The Professional Implications of Electronic Information" (Carolyn C. Lougee); (3) "The Implications of Electronic Information for the Sociology of Knowledge" (Richard A. Lanham); (4) "The Institutional Implications of Electronic Information" (William Y. Arms); and (5) "The Implications of Electronic Information for National Institutions" (Lawrence Dowler). Working groups were established for each of these areas, and the group reports are summarized. Comments by participants are reviewed, and remarks from the final session are summarized. (SLD)

ED 366 322 IR 016 523

Technology: Tools for Transforming Teaching and Learning. A Background Paper for the Goals 2000: Satellite Town Meeting, October 19, 1993.
PUB DATE- 19 Oct 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Support; Educational Change; Educational Practices; *Educational Technology; Elementary Secondary Education; *Information Networks; Program Implementation; Public Agencies; Resource Materials; *Resources; State Programs; *Technological Advancement
IDENTIFIERS- Examples; *Goals 2000; Internet; *Learning Environments

New technology can help schools and communities create high-performance learning environments where all students reach high standards. To be effective, technology must be used as an integral part of the school's learning environment, rather than as an isolated laboratory practice or for mindless drill. Six examples are given of the effective use of technology in education. Basic guidelines for technology use begin with checking state resources and community support. The Internet and state networks are cited as valuable sources, and five national networking resources, nine technology organizations, departments of five federal agencies, and eight publications are listed as further sources to be consulted in implementing educational technology. (SLD)

ED 366 323 IR 016 524

Baker, Christopher; And Others

literacy and lifelong learning; program enhancement; outreach and public information; continuing education; and staffing and funding. The goals and objectives are followed by a detailed action plan--the mechanism by which the plan will be achieved. The action plan identifies: what specific actions must be taken; person(s) or divisions responsible for each action; and deadlines for completing each action. (JLB)

ED 366 342 IR 054 818

Statewide Masterplan for Nevada Libraries: 1993-1998.
PUB DATE- Dec 92
NOTE- 18p.; For related documents, see IR 054 816-819.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Interlibrary Loans; *Library Administration; Library Associations; Library Collections; *Library Cooperation; Library Education; Library Networks; *Library Planning; *Library Role; *Library Services; Library Standards; Lifelong Learning; Literacy; Public Libraries; Public Relations; School Libraries; State Libraries; State Programs
IDENTIFIERS- *Nevada

This document provides a framework for direction and development of libraries in Nevada. This plan is based on input solicited from hundreds of citizens statewide in preparation for the Governor's Conference on Libraries held in May 1990 and has been developed to reflect the current and best thinking of public, school, and academic librarians. The plan addresses the following issues in libraries: (1) role of libraries, including education, business/economy, and cultural/recreational; (2) services; (3) collections; (4) information access/resource sharing/interlibrary loan; (5) library standards and certification; (6) continuing education; and (7) public awareness/library image. A list of acronyms and definitions is included. (JLB)

ED 366 343 IR 054 819

Clark, Joyce R.; Baker, Diane L., Ed.
Nevada Public Libraries: A Handbook for Trustees.
PUB DATE- Feb 93
NOTE- 62p.; For related documents, see IR 054 816-818.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ethical Instruction; Evaluation; Financial Support; *Library Administration; Library Associations; Library Development; Library Education; Library Planning; Library Services; Money Management; *Publicity; *Public Libraries; Public Relations; State Legislation; State Libraries; *Trustees
IDENTIFIERS- Nevada

This orientation manual serves as a general guide to the role of the public library trustee in the state of Nevada. It is designed to provide the trustee with basic information and to be used as a quick reference tool for helping the trustee do the job in an efficient and effective manner. The guide endeavors to provide a map by which the opportunities, responsibilities, and liabilities of serving as a public library trustee may be explored. Topics covered in this handbook include understanding the role and responsibilities of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Role; Community Colleges; *Educational Change; Educational Environment; *Educational Principles; Foundations of Education; Mission Statements; *Models; Outcomes of Education; Staff Role; *Student College Relationship; *Teacher Role; Two Year Colleges

A paradigm is a way of understanding that includes rules and regulations that: (1) establish boundaries; (2) provide fixed rules for success within the boundaries; and (3) act as filters for data. While a paradigm may help people to operate in terms of things as they are, it also may blind them to alternative ways of looking at the world around them. The current paradigm for community colleges views them as teaching institutions, as opposed to research institutions, and the most important people in the institution are the providers of instruction. However, mounting evidence indicates the existence of anomalies that this paradigm does not explain, such as the lack of success of minority students, or the perceptions of the business community that students are not being adequately prepared. A new paradigm must propose that the colleges are learning, not teaching, institutions and that the most important people in the institution are the learners. Under the new paradigm, teachers become designers, managers, promoters, and facilitators of student learning. To institute the new paradigm, colleges must address areas of resistance, focus on learning outcomes, and revise mission statements to clearly state that student learning is the main goal. Learning outcomes will drive curricular reform under the new paradigm. Institutional resources will include student, faculty, and staff composition, while processes will center around curriculum, learning technology, and leadership. (PAA)

ED 366 364 JC 940 077

McCurdy, Jack
Community Colleges Look to Future: Center Symposium Debates Reform.
PUB DATE- Feb 94
NOTE- 8p.; This summary is based upon "Choosing the Future," a report released in 1993 by the Commission on Innovation, which was appointed by the Board of Governors of the California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Community Colleges; *Distance Education; Educational Demand; *Educational Finance; Educational Technology; Futures (of Society); *Long Range Planning; Policy Formation; *School Business Relationship; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

After 2 years of study, California's Commission on Innovation produced a series of recommendations to guide California's community colleges in educating a growing number of students with only modest increases in state support. Subsequently, the California Higher Education Policy Center sponsored a day-long symposium to discuss the report's main premises, including the following: (1) the unlikelihood that the state will be able to fund the colleges at their current per-unit cost in the face of an enrollment increase of 500,000 more students by the year 2005; (2) the need for colleges to do a better job of educating an increasingly diverse student population; and (3) the need

Mission; Literature Reviews; *Long Range Planning; *Mission Statements; Models; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Seminole Community College FL

While historically higher education has utilized many different planning paradigms and elements, two concepts (strategic planning and operational planning) can be presented as the major planning concepts into which the various paradigms can be placed. Starting in fall 1991, Seminole Community College developed a planning model which integrated strategic and operational planning with the production of college-wide measures of institutional effectiveness. The model has the following characteristics: (1) the institutional mission statement is the initiating point; (2) both strategic and operational planning are seen as separate processes linked through the mission statement; (3) organizational units perform both types of planning as they generate strategic as well as operational activities; (4) strategic planning generates a strategic plan as well as an annual plan which result in activities with effectiveness measures; (5) operational planning is reflected in statements of purpose by institutional areas which lead to day-to-day functions that result in operational activities with effectiveness measures; and (6) both strategic effectiveness measures as well as operational effectiveness measures become incorporated into one college-wide effectiveness/action document. The major effect of this Integrated Planning Effectiveness Model (IPEM) is to link planning and effectiveness together through the college mission statement. This action has the benefit of clarifying the institutional vision, avoiding duplication of effort, and improving utilization of staff time. (Author/AC)

ED 366 382   JC 940 102

Isaacson, Jeffrey; Smith, Glenn
Hosting a Mathematics Tournament for Two-Year College Students.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Mathematics; Community Colleges; Competition; Mathematical Aptitude; *Mathematical Enrichment; *Mathematics Achievement; *Mathematics Tests; Program Descriptions; Program Development; Program Guides; Student Projects; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mathematics Contests

Mathematics contests, such as the American Mathematical Association of Two-Year Colleges' Student Mathematics League competition, are an excellent vehicle for identifying talented students and promoting mathematics scholarship. On-campus tournaments can supplement the Student Mathematics League national competition, by providing immediate feedback of results and additional opportunities to recognize outstanding scholars and improve the problem-solving skills of competitors. The tournament consists of two parts: in the morning, individual competitors take a 90-minute multiple-choice calculus test, and in the afternoon, a 10-round competition takes place in which competitors solve problems working to beat the clock in teams of four. Individual champions are determined solely by the morning test, whereas the team champions are

ED 366 399 JC 940 123

Belcher, Marcia J.
Graduate Profile for Miami-Dade Community College, 1991-92 and 1992-93. Research Report No. 93-12R.
PUB DATE- Oct 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age; *Associate Degrees; Black Students; *College Graduates; Community Colleges; Ethnicity; Grade Point Average; Graduate Surveys; Hispanic Americans; Multicampus Colleges; Racial Composition; *Student Characteristics; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Miami Dade Community College FL

Presenting data on the characteristics of associate degree recipients from 1991-92 and 1992-93 at Miami-Dade Community College (M-DCC), in Florida, this report provides tables for M-DCC as a whole and on the five campuses comprising the college (i.e., North, Kendall, Wolfson, Medical Center, and Homestead). First, information is presented on the entry-level skills of graduates college-wide. Then, tables are presented for M-DCC as a whole and for each individual campus indicating the number of graduates by certification type by term of completion, certification type for 1982-83 through 1992-93, year of first admission, certification type and ethnicity, certification type and gender, citizenship status, residency, and age at graduation. Tables are also presented showing a comparison of unduplicated headcount to total graduations, mean credit hours earned and attempted for 1991-92 and 1992-93, mean grade point average (GPA), and mean number of terms completed. Highlighted findings include the following: (1) systemwide, the total number of Associate in Arts graduates for 1992-93 was 3,873, compared to 1,119 Associate in Science graduates; (2) over 40% of the graduates system-wide began academically underprepared; (3) Black non-Hispanics accounted for 17% (n=884) of graduates in 1992-93, representing a 10% increase over the previous year; (4) the average age of the graduates was 25.7 years old; and (5) the mean GPA declined slightly from the previous year to 2.88. (BCY)

ED 366 400 JC 940 124

Rich, Janet C.
Can a Writing Sample Improve Placement in English Courses? Research Report No. 93-13R.
PUB DATE- Sep 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College English; College Planning; Community Colleges; English (Second Language); Evaluation Criteria; Pilot Projects; *Predictive Validity; Predictor Variables; *Student Placement; Test Construction; Test Validity; Two Year Colleges; *Writing Tests
IDENTIFIERS- Miami Dade Community College FL

An English/reading steering committee was formed in the 1992-93 academic year at Miami-Dade Community College, in Florida, to recommend college-wide procedures and guidelines for including a writing sample on placement tests for entering students. The committee pilot tested a writing sample in two college-

Differences; *Educational Theories; Elementary Secondary Education; Racial Attitudes; Racial Bias; Racial Differences; *Racial Factors; Racial Relations; Social Theories
IDENTIFIERS- *African Americans

Past attempts to develop an explanatory model for African-American school achievement have focused disproportionately on failure. But if one considers the long and persistent denial and limiting of educational opportunity to African Americans, from slavery to the present, and African Americans' corresponding achievements, the historically and educationally useful question becomes: How have African Americans succeeded in producing a leadership and intellectual class? This paper reviews the research on theories of African-American school achievement, examining the work of black family scholars on racial socialization, recent studies of the social construction of "whiteness," and ongoing investigations about the relative power of the cultural differences versus social mobility explanations of school achievement among racial minorities. The cultural differences model is problematized and reformulated to include the concept of whiteness as a social construction with a cultural corollary. It is argued that in order to achieve in school, African-American children have to develop competency in the negotiation of multiple identities, including membership in: (1) mainstream society; (2) the Black community defined as a racially discriminated group; and (3) a cultural group in opposition to which whiteness has been constructed as a social category. (Contains 201 references.) (MDM)

ED 366 419 PS 021 890

Jennings, Mary H.
Providing Fourth Grade Students with Support Systems and Experiences To Enhance Academic Success.
PUB DATE- 93
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Elementary School Students; Grade 4; *High Risk Students; Intermediate Grades; *Intervention; Mentors; *Parent Participation; Parent Workshops; Self Esteem; *Student Attitudes; Student Participation; Tutoring
IDENTIFIERS- *Support Systems

A practicum was designed to utilize various techniques to: (1) improve the involvement of parents and volunteers in the education of fourth grade students; (2) help the students develop a more positive attitude toward self, school, home, and community; and (3) increase students' school attendance rate and participation in school and community activities. The majority of the students came from disadvantaged backgrounds or single-parent households or both, and had difficulty succeeding in school. During the academic year, mentor programs, parent workshops, a monthly newsletter, a student-of-the-week program, field trips, tutoring programs, and student performances were developed to accomplish the aforementioned goals. Pre- and postintervention assessments found that student attendance improved, children developed more positive attitudes toward school, and parent participation increased. (Six appendixes contain copies of letters and forms used in the practicum, as well as survey questionnaires distributed to teachers.) (MDM)

ED 366 420 PS 021 913

NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Annotated Bibliographies; *Community Programs; *Drug Education; Early Childhood Education; Elementary Secondary Education; *Instructional Materials; Intervention; National Organizations; Program Descriptions; Program Development; Resource Materials; Student Needs; *Substance Abuse; Teleconferencing
IDENTIFIERS- *Fetal Drug Exposure; Florida

A companion to a January 1993 nationwide teleconference entitled "A Nation's Challenge: Educating Substance-Exposed Children" and organized by the Florida Department of Education, this booklet provides educators with information and research on effective strategies for working with children affected by alcohol and other drugs. It also provides guidelines for developing and implementing a school or community action plan to deal with this problem. The three main sections of the booklet provide: (1) profiles of eight innovative intervention programs at the school district and community level; (2) profiles of five state and national resource organizations that can provide financial and technical support to school or community programs; and (3) an annotated bibliography of articles, books, reports, teaching resources, newsletters, toll-free telephone numbers, clearinghouses, catalogues, videos, and other resources on strategies for working with children affected by alcohol and other drugs. Three appendixes contain listings of the Department of Education's Drug Free Schools state program representatives, members of the teleconference National Resource Group, and teleconference panel members. (MDM)

ED 366 440 PS 022 041

Texas Evaluation Study of Prekindergarten Programs. Interim Report.
PUB DATE- May 93
NOTE- 24p.; For Preliminary Findings Report, see ED 363 405.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Educational Practices; Language Acquisition; Limited English Speaking; Longitudinal Studies; Parent School Relationship; *Preschool Children; *Preschool Education; Program Effectiveness; *Program Evaluation; School Readiness; State Surveys
IDENTIFIERS- *Developmentally Appropriate Programs; Long Term Effects; *Texas

A 5-year longitudinal study, still in progress, was designed to evaluate the effectiveness of prekindergarten programs in Texas. The components of the study include a statewide survey of school districts, a case study of 10 schools' prekindergarten programs, and a longitudinal study of 2,000 students enrolled in prekindergarten during the 1989-90 school year. Following guidelines established by the National Association for the Education of Young Children (NAEYC), the study seeks to discover: (1) the philosophy of prekindergarten programs; (2) how language development is facilitated in prekindergarten classrooms; (3) how prekindergarten classrooms foster the academic development of limited English proficient community more central to schooling. The paper recommends that to make the transition to school easier for children and their families, transition programs need to stress: (1) curriculum continuity; (2) instructional quality; (3) safe and stimulating settings; (4) parent involvement partnerships; (5) medical, dental, and nutritional minimums; and (6) value-added assessment. (MDM)

ED 366 461 PS 022 143

Larner, Mary; Chaudry, Nina
Directory of Family Day Care Programs with a Low-Income Focus.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Organizations; *Community Programs; Directories; Early Childhood Education; *Family Day Care; Financial Support; *Low Income Groups; National Surveys
IDENTIFIERS- Day Care Information Services; Family Day Care Providers; *Family Day Care Systems

This directory provides descriptions of 88 family day care programs throughout the United States that either assist providers who: (1) live in poor communities or meet income guidelines, or (2) organize family day care services for children in low-income families. Each directory entry provides information about the program, the community it serves, sponsoring organizations, goals, activities, and funding. The descriptions are listed alphabetically under the sponsoring organization's name and grouped by state. Four tables list the programs according to type of sponsoring organization, program activities, and general and specific sources of funding. (MDM)

ED 366 462 PS 022 144

Raebeck, Barry
Exploding Myths, Exploring Truths: Humane, Productive Grading and Grouping in the Quality Middle School.
PUB DATE- 5 Nov 93
NOTE- 20p.; Paper presented at the Annual Conference and Exhibit of the National Middle School Association (20th, Portland, OR, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Academic Achievement; Educational Attitudes; *Educational Change; Educational Objectives; Educational Practices; Educational Quality; Elementary School Students; *Grading; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *Misconceptions; Student Needs; *Teacher Attitudes; *Track System (Education)
IDENTIFIERS- Middle School Students

Comprising mostly succinct expository statements, guidelines, and charts, this presentation attacks many cultural and educational myths in the areas of the grading and grouping of students at the middle school level. It stresses the importance of understanding what intelligence and academic success really are, and suggests ways in which teachers can modify their attitudes and curriculum to help all students achieve academic one of seven school councils studied practices balanced decision making, where all members (principal, teachers, and parents) participate as equals in discussions and decisions, as KERA envisages. In three councils, teachers and principals dominate decision making. The remaining three councils serve as advisory groups to the principal and do not appear to be moving toward broader participation. (KS)

ED 366 481 RC 019 465

Carlson-Hoggan, Donovan; And Others
The Sharing Circle of Wisdom: A Group for Elderly Aboriginals.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; Canada Natives; Foreign Countries; *Group Activities; Group Discussion; Indigenous Populations; Interpersonal Relationship; *Older Adults; *Recreational Activities; *Social Problems; *Social Support Groups; Social Work
IDENTIFIERS- *Alberta (Calgary)

Personal interviews with clients of the Calgary Indian Friendship Center and two other similar centers established a need for a program to enhance the social functioning of elderly aboriginals in Calgary. The needs focused on lack of transportation, inaccessible or inadequate medical care, isolation, elder abuse, and inadequate housing. The consensus of those interviewed was that a weekly group would be ideal. Suggestions for activities included crafts, informal discussions, bingos, sewing, round dances, and story-telling. The sample intervention project describes a weekly group running from noon to three o'clock on Fridays with a flexible schedule and an open attendance policy. The general format includes socialization during lunch, a sweetgrass ceremony and prayer, group discussion, announcements, the primary activity, and another sweetgrass ceremony and closing prayer. Leadership includes a paid staff member (to be phased out gradually) and a pool of volunteers. Expenses include staffing costs, rent, materials, transportation, refreshments, advertising, office supplies, and phone and fax. This report contains: (1) sample letters of introduction to the program; (2) facility requirements; (3) sample activities with goals, materials, and possible problems and solutions; (4) program evaluation methods; and (5) a troubleshooting chart. Appendices contain a story for storytelling, a list of resource persons, and a list of sources of volunteers. (KS)

ED 366 482 RC 019 467

Larsen, Eric
A Survey of the Current Status of Rural Education Research (1986-1993).
PUB DATE- Dec 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Equity (Finance); *Educational Policy; Educational Practices; *Educational Research; Elementary Secondary Education; *Equal Education; Government Role; Literature Reviews; Research Needs; *Rural

ED 366 499 SE 053 915

Horton, Robert
The Incredible Egg. 4-H Classroom Curriculum Guide for Grade Levels 4-5.
PUB DATE- Nov 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Biology; Curriculum Guides; Elementary School Mathematics; Elementary School Science; *Embryology; Experiential Learning; Grade 4; Grade 5; *Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; Language Arts; Science Activities; *Science Instruction
IDENTIFIERS- *Chickens; Egg Incubation; *Eggs; Science Process Skills

This curriculum guide integrates the concepts of chick embryology into mathematics, science, and language arts lesson plans for Grades 4 and 5. The four lessons comprising the unit can be utilized in sequence or as independent lessons within the classroom curriculum. Lesson 1 enables students to identify the parts of an egg. Lesson 2 examines the nutritional value of eggs and the number of foods that use eggs as an ingredient. Lesson 3 identifies ideal incubator conditions in hatching eggs. Lesson 4 provides an experiment in which students investigate the structural strength of an egg. A curriculum matrix provides a planning format that contains program objectives, subject area objectives, and activities for each lesson. Each lesson includes background information, a list of materials needed for the lesson, teaching procedures, activity worksheets, and instruments to assess student understanding. An appendix contains support materials for conducting a chick embryo unit where fertilized eggs are incubated and hatched that includes an incubation/embryology check list, an incubator daily record form, a list of reasons for poor hatches, instructions on what to do after the chicks hatch, questions most asked by teachers, and questions most asked by students. Additional resources include a post-test, a cross-word puzzle, a word scramble, and the corresponding answer keys. Contains nine references. (MDH)

ED 366 500 SE 054 060

The Federal Investment in Science, Mathematics, Engineering, and Technology Education: Where Now? What Next? Report of the Expert Panel for the Review of Federal Education Programs in Science, Mathematics, Engineering, and Technology.
PUB DATE- Jun 93
NOTE- 52p.; For the related Sourcebook, see SE 054 077.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Science; Educational Change; Elementary Secondary Education; *Engineering Education; *Federal Programs; Higher Education; *Mathematics Education; Program Evaluation; *Science Education; *Technology Education
IDENTIFIERS- Reform Efforts

Despite efforts to improve the quality and equity of science, mathematics, engineering, and technology (SMET) education at all educational levels, the nation remains at risk of losing to what extent has the relationship between parental socioeconomic characteristics and educational opportunities changed over time and why? The document suggests six hypotheses regarding change in the effects of social origins on education transitions: (1) modernization hypothesis: the effects of social origin on all transitions decline; (2) reproduction hypothesis: the effects of social origins decline on earlier transitions but not on later transitions; (3) hypothesis of maximally maintained inequality: the effects will only decline at those transitions for which the attendance rates of the privileged classes are saturated; (4) socialist transformation hypothesis: socialist transformations brought about an initial reduction in the effects, that will then be followed by increased effects; (5) life course hypothesis: the effects decline across transitions but are stable across cohorts; and (6) differential selection hypothesis: the effects decline across cohorts, but the effects on later transitions increase across cohorts. The 13 industrialized countries included in the study may be classified according to their basic cultural and economic systems into three major groups: (1) western capitalistic countries: United States of America, (former) Federal Republic of Germany, Great Britain, Italy, Switzerland, the Netherlands, Sweden, and Israel; (2) non-Western capitalistic countries: Japan and Taiwan; and (3) western socialistic countries: Poland, Hungary, and Czechoslovakia. Study results show that educational expansion facilitates the persistence of inequalities in educational opportunity. Tables summarize the major findings with respect to educational expansion and attainment, change in the effects of social origins on highest education attained, and cohort differences. (DK)

ED 366 521 SO 023 550

Mingleton, Helen V.
Using a Cooperative Learning Model to Improve Cultural Attitudes and Increase Cultural Literacy.
PUB DATE- Jul 93
NOTE- 84p.; Master of Science Thesis, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; *Cooperative Learning; *Cultural Awareness; Elementary School Students; Grade 4; Hispanic Americans; Intermediate Grades; *Multicultural Education; Racial Relations; *Social Studies; *Student Attitudes

This document describes a program that was developed and implemented to expand the cultural awareness of fourth grade students. The report describes a multicultural education curriculum that focused on African American and Hispanic history, literature, inventions, ethnographies, and biographies. Research based cooperative learning strategies were combined with multicultural instruction. The students were grouped in a heterogeneous, multiculturally composed, cooperative learning model to facilitate the transformation. This project included a detailed fourth grade curriculum outline for cooperative group research, writing, and art projects relating to black and Hispanic cultures. During the project students developed an appreciation for the power of positive interdependence. Levels of success were measured by pre and post tests: (1) Cultural Awareness Assessment (CAA); (2) modified Racial Tension Scale (RTS); and (3) a Cultural Interaction Sociogram (CIS). Comparisons of the pre and post

PUB DATE- Sep 92
NOTE- 25p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; Developing Nations; Elementary Secondary Education; Foreign Countries; *Indigenous Populations; *Mythology
IDENTIFIERS- *Fulbe (Tribe); *Nigeria

To develop a functional curriculum for Nigeria's nomadic Fulbe tribespeople it is necessary to understand the cultural setting. The myths of the Fulbe, such as the story of herdsman Sile Sajo's encounter with the deity Kumen, provide insight into the culture. The story reflects the society's agricultural base, identifies personal characteristics which the culture prizes, and provides insight into the Fulbe moral code. Fulbe nomads have a culture distinct from that of the larger Nigerian society. As such, there is a need for special approaches to education. Nigeria's New National Policy on Education provides details of the integrative aims and objectives of the government's educational efforts, including its short and long term goals. The policy also sets out curriculum guidelines on language, mathematics, social studies, science, and creative activities. Education must incorporate the past into the present in order to fashion the future, and thus enable the Fulbe to take their place in the world society in a spirit of solidarity. (Contains 15 references.) (SG)

ED 366 541 SO 023 756

Schafer, Paul D.; Amenta, Salvatore A.
An Image of the Educated Person of the Future. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 18p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; *Educational Change; *Educational Objectives; Educational Philosophy; Foreign Countries; *Futures (of Society); *Individual Development
IDENTIFIERS- Erasmus (Desiderivs); Herbart (Johann Friedrich); Plato

Education is both an idealistic and a practical endeavor. It is essential to have an image of the educated person to which to direct individual efforts and institutional policies. The present view of the educated person is that of a materialist, specialist, individualist, nationalist, secularist, and opportunist. Looking backward, Plato's image of the educated person was embodied in his concept of the philosopher-king, trained in both the physical and intellectual arts as well as military science, music, and ultimately philosophy. Wanting for nothing, the philosopher-king would be beyond corruption, to the benefit of the community. Later, Erasmus' image of "the good man" was the pinnacle of Renaissance culture, possessing tolerance, wide and cosmopolitan interests, moral excellence, learning. (LL)

ED 366 560 SP 034 964

Stuckman, Ralph E.
A Visual Construct on the Role of the Teacher in Multicultural Education.
PUB DATE- Jan 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Course Descriptions; Course Objectives; Course Organization; *Education Courses; Education Majors; Elementary Secondary Education; Higher Education; *Learning Activities; *Multicultural Education; Outcomes of Education; Perspective Taking; Teacher Education; *Teacher Role
IDENTIFIERS- *Conceptual Models; *Diversity Concept

This paper describes an undergraduate teacher education course offered at Urbana University (Ohio). The course introduces preservice teachers to the nature of multiculturalism in terms of economic, social, intellectual, age, and gender differences, leading participants to explore this educational process from sociological and psychological perspectives. The class provides a framework for: exploring influences that bear on students, teachers, and schools in terms of societal pressures and human diversity; recognizing prejudice, scapegoating, and discrimination; gaining the helping skills needed for promoting multicultural sensitivities; and examining the individual's own belief systems. Class activities run the gamut from class discussions to a videotape production. For purposes of synthesizing course material, a culminating project deals with the development of a visual construct on the role of the teacher in multicultural education. Based on the development of a conceptual model, the members of one class concluded that the desired status of multicultural education would be a continuing process whereby all students would experience educational equality regardless of personal backgrounds. An illustration of the visual construct is included. (LL)

ED 366 561 SP 034 965

Stahlhut, Richard; Hawkes, Richard
Human Relations Training for Student Teachers.
PUB DATE- Feb 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Course Content; *Course Objectives; Cultural Awareness; *Delivery Systems; *Education Courses; Elementary Secondary Education; Higher Education; *Human Relations Programs; Preservice Teacher Education; *Required Courses; Student Teachers; Student Teaching; Teacher Attitudes; Teacher Certification
IDENTIFIERS- University of Northern Iowa

Human relations training is a requirement for all teacher education majors graduating from Iowa colleges and universities. At the University of Northern Iowa (UNI) this course is delivered to preservice teacher education students in participants suggested a much stronger relationship between the variables of the study. For these preservice teachers, reflective thinking, creative thinking, and locus of control were definitely related and considered qualities of an effective teacher; and from their perspective, creative thinking and locus of control were both significant predictors of reflective thinking. Empirical and qualitative findings identified curriculum structures and personal characteristics that may maximize reflective thinking in preservice teachers. (Contains 25 references.) (LL)

ED 366 580 SP 034 996

Ebert, Christine L.
An Assessment of Prospective Secondary Teachers' Pedagogical Content Knowledge about Functions and Graphs.
PUB DATE- Apr 93
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Educational Practices; Functions (Mathematics); Graphs; Higher Education; Knowledge Level; *Mathematics Instruction; Methods Courses; Preservice Teacher Education; Secondary Education; Secondary School Mathematics; Secondary School Students; Secondary School Teachers; Student Development; *Teacher Attitudes; *Teaching Skills
IDENTIFIERS- Knowledge Base for Teaching; *Pedagogical Content Knowledge; *Preservice Teachers

The study discussed in this paper examined the pedagogical content knowledge of prospective secondary mathematics teachers with respect to the content area of functions and graphs. The pedagogical content knowledge was examined through an analysis of the transformation of knowledge and beliefs about the content and the learner into instructional practices. It is proposed that the transformation takes place through developing explanations, planning lessons, simulating teaching, and reflecting on teaching. The study documented the subject matter knowledge, the pedagogical content knowledge, and the beliefs about learners and mathematics as this potential transformation was taking place. An assessment of 11 prospective secondary mathematics teachers based on 5 tasks was designed to present a composite view of their pedagogical content knowledge in the area of functions and graphs. The task discussed in this paper was an audiotaped interview of prospective teachers' responses to vignettes of students solving problems in this content area. This task provided the opportunity for the prospective teachers to construct explanations in response to students' misconceptions. This task is considered important because it serves as the link between those tasks which examine baseline data sources and those tasks which examine the transformation process. Vignettes of teaching functions and graphs are included. (Contains 30 references.) (LL)

ED 366 581 SP 034 997

Professional Development Laboratory (P.D.L.), 1992-93. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 23p.
LANGUAGE- English

course content. First-year college students (N=196) (131 males and 65 females) were assigned randomly to groups using a 4 x 3 factorial design (4 levels of subject matter by 3 levels of test demand instruction). A revised version of the Worry-Emotionality Scale and a five-item scale describing their opinions and attitudes of the difficulty of the four academic curricular areas were used. Test anxiety scores and perceptions of subject matter difficulty correlated, independently of the particular subject and the test demands. Analyses of covariance indicate that physical science elicited the highest levels of self-reported evaluative anxiety, after controlling for perceptions of difficulty and test demands. Effects for test demand instructions were not significant. Results are discussed concerning the importance of subject matter as an intervening variable in test anxiety research generally and the significance of the role of test anxiety in impeding science achievement. (Contains 22 references.) (RLC)

ED 366 599 TM 020 725

Mathematics: Grade 7 and Above. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Dec 91
NOTE- 100p.; Supersedes March, 1990 edition.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Adult Basic Education; Annotated Bibliographies; Basic Skills; Cognitive Tests; College Entrance Examinations; Knowledge Level; *Mathematics Tests; Secondary Education; Student Evaluation
IDENTIFIERS- Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 206 mathematics achievement tests cited in this bibliography are used to assess students' knowledge of various mathematical skills and operations. Many of the tests described are included because one or more of their subtests measure some aspect of mathematical knowledge. The test citations are largely arranged in decreasing accession number order; and although grades 1 through 12 are represented, the tests are primarily designed for grades 7 through 12. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (RLC)

ED 366 600 TM 020 726

Mathematics--Diagnostic: Preschool-Grade 3. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Nov 91
NOTE- 28p.; Supersedes March, 1990 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; *Diagnostic Tests; Educational Diagnosis; Learning Disabilities; *Mathematics Tests; Preschool Education; Primary Education; *Screening Tests; Student Evaluation

school, with approximately 42.6 million between the ages of 6 and 17. While nursery school and kindergarten enrollments were nearly the same as those of the preceding year, enrollment in elementary school was up approximately 0.5 million persons, and high school enrollment was not significantly higher. The dropout rate was not significantly different from that of 1991, but the dropout pool decreased significantly from 1991. College enrollment was essentially the same as in 1991. Appendices contain supplementary tables, definitions, explanations, and a discussion of the source and accuracy of the estimates. One figure, 6 text tables, 19 detailed tables, and 14 appendix tables present data in concise form. (SLD)

ED 366 620 TM 020 992

Kominski, Robert; Adams, Andrea
Educational Attainment in the United States: March 1991 and 1990.
PUB DATE- May 92
NOTE- 145p.; For the 1989 and 1988 study, see ED 340 748.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Asian Americans; Black Students; Census Figures; *College Graduates; *Educational Attainment; Elementary School Students; Family (Sociological Unit); Heads of Households; Higher Education; *High School Graduates; Hispanic Americans; Human Geography; Racial Differences; Rural Areas; Sex Differences; *Student Educational Objectives; *Urban Areas; White Students; Young Adults
IDENTIFIERS- Current Population Survey; Time Series Analysis

This report contains data on the educational attainment of persons in the United States from the Current Population Surveys of the Census in March 1990 and 1991. Summary data on years of school completed by: (1) age; (2) sex; (3) race; (4) Hispanic origin; (5) marital status; (6) household relationship; (7) education of spouse; (8) labor force status; (9) occupation; (10) income; (11) earnings; and (12) region of residence; are shown for 1990 and 1991 in Table 1. Other detailed data in similar categories are shown for 1991 in Tables 2 through 16. Tables 17 and 18 contain time series data from 1940 through 1991 from decennial censuses and current population reports. Summary data are also presented for all states and large metropolitan areas, as well as detailed data for the 25 largest states and 15 largest metropolitan areas. Over three-fourths of adults aged 25 and older have completed high school, and over one-fifth have completed four or more years of college. Educational attainment levels for young adults resemble those of the late 1970s. Among persons aged 25 and over, there is no statistical difference in proportions of women and men who complete high school, but a larger proportion of men have completed college. Whites and persons of races other than white or black have the highest level of high school completion for those aged over 25, and persons of races other than white or black have the highest college completion level. Both high school and college completion levels are higher in metropolitan areas. Four text tables, 1 figure, and 18 detailed tables present the information. Appendices provide definitions, explanations and a discussion of the source and accuracy of estimates. There are seven appendix tables. (SLD)

ED 366 621 TM 020 993

Racial/Ethnic Distribution of Public School Students and Staff.

DESCRIPTORS- Access to Education; *Computer Uses in Education; Cooperative Learning; Educational Change; *Educational Technology; High Schools; Information Retrieval; Instructional Materials; Interaction; Interdisciplinary Approach; Interviews; Parent Participation; *Parent Teacher Cooperation; Program Evaluation; School Business Relationship; Surveys; *Technological Advancement; *Telecommunications; Word Processing
IDENTIFIERS- Illinois (Chicago Metropolitan Area); *Project Homeroom IL

Project Homeroom is an innovative attempt by several Chicago-area schools, International Business Machines, and Ameritech to introduce state-of-the-art computing and telecommunications resources into the educational environment. This report details the second and final year's efforts in three high schools. An evaluation team from the Technological Innovations in Educational Research Laboratory has studied Project Homeroom since 1991, using direct classroom observation, written surveys, personal and group interviews, and the examination of records to develop an understanding of the project. Several key issues were identified, the first being that innovation of this sort takes time to accomplish, time for teachers to learn about technology, and time for teachers and students to accept change. It is apparent that Project Homeroom improved student and parent access to teachers, and that interdisciplinary instruction and cooperative learning are an important part of Project Homeroom's success. Three dominant uses of the technology were recognized: (1) word processing; (2) telecommunications for electronic mail communication and information retrieval; and (3) the preparation and presentation of nontext materials. It also appears that teachers involved in the project interacted with each other more than they had before. Project Homeroom is recognized as a successful combination of technology and people. Twenty-four graphs and five tables present evaluation findings. Four appendices contain the parent surveys. (SLD)

ED 366 639 TM 021 040

Shepard, Lorrie; And Others
Setting Performance Standards for Student Achievement. A Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: An Evaluation of the 1992 Achievement Levels.
PUB DATE- 93
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Objectives; Elementary School Students; Elementary Secondary Education; Evaluation Methods; *Federal Legislation; Field Studies; Measurement Objectives; National Surveys; *Policy Formation; Predictive Validity; Secondary School Teachers; *Standards; Tables (Data)
IDENTIFIERS- Angoff Methods; National Assessment Governing Board; National Assessment of Educational Progress; National Education Goals 1990; Reform Efforts; Standard Setting; *Trial State Assessment (NAEP)

One year before the National Education Summit, Congress had reauthorized the National Assessment of Educational Progress (NAEP) and created a National Assessment Governing Board to develop and oversee policy for the NAEP. In conjunction with the call to establish national education goals, efforts are being made to establish standards for achievement on the NAEP.

PUB DATE- Jan 94
NOTE- 4p.; Indicator extracted from "The Condition of Education, 1993"; see ED 357 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Dropouts; *Educational Attainment; Educational Trends, *Employment Patterns; Equivalency Tests; Higher Education; High School Equivalency Programs; *High School Graduates; High Schools; Income; *Labor Market; *Outcomes of Education; Sex Differences; Trend Analysis; Young Adults
IDENTIFIERS- Educational Indicators; *General Educational Development Tests; National Longitudinal Survey of Youth

Differences in education and labor market outcomes across groups completing high school at different ages and by different means (e.g., by graduation as compared with receiving a general education development diploma) may be due to a variety of factors, including all those that influence a person to leave school early. For an early school-leaver, an estimate of the value of completing high school is the difference between outcomes of those who have either passed the General Education Development (GED) examination or gone back to school and those who have not completed high school. By 1990, young adults with a GED were more likely to have attended either a third or fourth year of high school than other dropouts. For both males and females, those who did not attain a high school diploma before age 20 did not do as well as a group in the labor market as those who did. Females who took advantage of a second chance to complete high school usually had higher annual earnings than those who did not, and those who received a diploma or GED before age 20 were more likely to be employed. Two tables and three graphs illustrate these findings and trends in employment. (SLD)

ED 366 659 TM 021 084

International Comparisons of Educational Attainment. Indicator of the Month.
PUB DATE- Dec 93
NOTE- 4p.; Indicator extracted from "The Condition of Education, 1993"; see ED 357 513.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Comparative Analysis; *Developed Nations; *Educational Attainment; *Foreign Countries; Higher Education; *International Studies; Secondary Education; Sex Differences
IDENTIFIERS- Canada; Educational Indicators; France; Germany; Italy; Japan; Organisation for Economic Cooperation Development; United Kingdom

Information from the International Indicators Project of the Organization for Economic Co-operation and Development, Center for Educational Research and Innovation is used to compare completion rates of secondary and higher education in the United States with those of other highly industrialized countries, namely, Canada, France, Germany, Italy, Japan, and the United Kingdom. Compared to these countries, the United States has the most educated population, although 25- to 34-year-olds in Japan, Germany, and Canada have completed secondary education at rates similar to their counterparts in the United States. Young men in Japan were more likely to have completed higher education than men in the other industrialized countries, with young men in the United States second. Young following items: (1) almost 100 percent of the homeless families were headed by single women, the majority of whom were under age 25; (2) families had an average of two children; (3) 20 percent of the families had at least one child in foster care; (4) those heads of household who had passed in and out of the foster care system as children subsequently suffered greater degrees of deprivation and poverty than those parents who did not have foster care histories; (5) the majority of homeless families had little or no access to health care, the deprivation of which disproportionately affects children; (6) almost 45 percent of the families had never been primary tenants, and an additional 25 percent had been evicted from their last apartment primarily as a result of obvious financial problems; and (7) the majority of families lacked strong support systems or the independent living skills necessary to face the challenges of urban poverty. The report concludes with a description of the Homes for the Homeless Residential Independent Living service model program. Four tables provide statistical data. (GLR)

ED 366 678 UD 029 698

Hodge-Wright, Toni, Comp.
The Handbook of Historically Black Colleges & Universities. Premiere Edition 1992-94. Comprehensive Profiles and Photos of Black Colleges and Universities.
PUB DATE- 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; Academic Standards; *Admission Criteria; *Black Colleges; College Admission; College Choice; Costs; *Degrees (Academic); Graduation Requirements; Higher Education; *Institutional Characteristics; Intellectual Disciplines; Postsecondary Education; Program Descriptions; *Student Financial Aid; *Tuition

This book contains vital statistics and other profile information concerning 106 historically black colleges and universities located in the United States and the Virgin Islands. Information includes: school selection and admissions processes; special programs; the minimum grade point average required for freshmen and when majors must be declared; graduation requirements; campus and student services; sports and athletics; academic majors; costs and financial assistance available; and some of the notable alumni from these schools. Also included are campus photos from selected schools. The book's final section provides tools, tips, suggestions, and methods for achieving success in school; an alphabetical listing of the schools; a short glossary; and a listing of the master keys. (GLR)

ED 366 679 UD 029 699

Kelly, Deirdre M.
Last Chance High: How Girls and Boys Drop In and Out of Alternative Schools.
PUB DATE- 93
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

real chance for success. (GLR)

ED 366 698 UD 029 722

Sahaka Siksa Kaun Khmer: Issues of Diversity and Partnership.
PUB DATE- Sep 92
NOTE- 39p.; For related documents, see UD 029 723-724. A publication of the Supporting Diversity in Schools Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cambodians; Case Studies; Community Coordination; Cultural Differences; Cultural Pluralism; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; Elementary Secondary Education; *Ethnic Groups; *Human Relations; Leadership; Minority Groups; Program Development; Program Evaluation; *Racial Integration; *School Community Programs; *School Community Relationship; Summative Evaluation
IDENTIFIERS- *Diversity (Groups); Minnesota (Saint Paul); Saint Paul Public Schools MN

Demographic changes are causing leaders in education, business and civic affairs to address new questions about racial and ethnic diversity. What opportunities does diversity provide? What difficulties does it create? What changes are needed in the ways that people look at problems, define solutions and do the everyday business of their lives? The experiences of parents, educators and community people in a school-community partnership in Saint Paul, Minnesota offer valuable insights for people who are trying to answer these questions. The partnership was part of Supporting Diversity in Schools (SDS), a program that works in three arenas: system change in elementary and secondary education, diversity and racial equity, and organizational collaboration. The aim of SDS is to bring together schools and community organizations to work on issues of racial equity in order to increase the school success of children of color. Sahaka Siksa Kaun Khmer (Cambodian Children's Education Partnership) was created in September 1989 as one of the first SDS partnerships. Sahaka (as it was called for short) was regarded as one of the most promising of SDS's five partnerships. Trust among participants appeared to be high, and creative planning had yielded a schedule of activities that held significant promise for reaching the goals of SDS. But, by June 1992, the participants in Sahaka had dissolved the partnership. While most admit to having feelings of goodwill, positive memories and excitement about personal growth, much can be learned from the events that led to the disappointment, anger and resentment that dominated people's interaction during the last months of the partnerships. The report describes lessons learned about the interaction of human relationships and organizational structures toward accomplishing tasks, about the importance of learning from mistakes, and about the confusion that results when people bring conflicting world-views to a task. The report contains three major sections. The first chronicles the events in the partnership since 1989, the second reflects on the issues that those events raised, and the third looks at the impact of the Sahaka experience. Except for the SDS program and the Sahaka partnership, all individual and organizational names within the report are pseudonyms. (GLR)

ED 366 699 UD 029 723

student success. Appendices include student surveys and checklists of course materials and information. (Contains 19 references.) (GLR)

ED 366 262 HE 027 104

Poch, Robert K.
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 4p.; For the full-length report, see HE 027 105.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- *Academic Freedom; Faculty College Relationship; Freedom of Information; Higher Education; Political Issues; Private Colleges; *Professional Autonomy; Public Colleges; School Policy; *Teacher Rights
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title in the ASHE-ERIC Higher Education Report series. Academic freedom provides the foundation for faculty scholarship and teaching, making it possible for educators to exchange ideas and concepts freely in the classroom, to explore and disseminate new knowledge, and to speak out both as professionals and private citizens. It is important, therefore, that faculty members and administrators fully understand the issues and contexts that surround academic freedom in American higher education. This report briefly addresses the following issues: (1) what the popular notions are concerning academic freedom, (2) whether academic freedom is a legal right; (3) whether faculty at private institutions have the same rights as faculty in public schools; and (4) the current issues that affect academic freedom. While the basic notion of academic freedom stems from the 1940 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors and the Association of American Colleges in which the elements are specified, the U.S. Supreme Court has never granted academic freedom full constitutional status. Additionally, while faculty members at public educational institutions may enjoy some constitutional protection, faculty at private schools must rely mainly on contractual safeguards. Current issues significantly affecting academic freedom include artistic expression, political correctness, limitations initiated by church related colleges and universities, and subpoenaed research information. To adequately address these issues requires organizationally endorsed policies that clearly identify freedoms that are available and the role of faculty.(GLR)

ED 366 263 HE 027 105

Poch, Robert K.
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations. ASHE-ERIC Higher Education Report No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 109p.; For a digest of the report, see HE 027 104.
LANGUAGE- English

detailed in tables: (1) subfunctions that support the institutions' academic missions, such as library services; (2) subfunctions that provide services to students, such as counseling and financial aid; (3) subfunctions that provide institution-wide management and support, such as executive and financial management; and (4) subfunctions that provide operations and maintenance of the physical plant. The appendix shows the specific subfunctions that are aligned with each of these broad areas. In addition, at least three comparative analyses are provided for each of the four areas. All analyses are presented by campus for interinstitutional comparisons. Recommendations are presented which address the handling of administrative and support functions. (GLR)

ED 366 282 HE 027 140

Undergraduate Education Policies: Implementation Update.
PUB DATE- 13 Jul 93
NOTE- 7p.; For related documents, see ED 343 638, ED 350 960-961 and HE 027 141-143.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Access to Education; College Instruction; College Preparation; *Educational Improvement; *Educational Policy; Higher Education; State Colleges; State Universities; Transfer Policy; *Undergraduate Study
IDENTIFIERS- *Illinois

In 1990, the Illinois State Board of Higher Education adopted a comprehensive set of 32 policy statements designed to improve undergraduate education. The policies address the improvement of student preparation for, access to, and retention in colleges and universities; improvement of student achievement, scholarship, and general education during undergraduate education; the improvement of student transfer and program articulation among colleges and universities; and the improvement of policies, procedures, and conditions affecting faculty members in order to promote excellence in teaching. This report reviews the status of implementation of the policies in each of these four areas, as well as the statewide processes for their implementation. A chart is included that outlines the efforts to improve the quality of undergraduate education at entry, during the undergraduate experience, and at graduation. (GLR)

ED 366 283 HE 027 141

Baccalaureate Student Graduation Rates and Time to Degree at Illinois Public Universities.
PUB DATE- 6 Oct 92
NOTE- 20p.; For related documents, see ED 343 638, ED 350 960-961 and HE 027 140-143.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Access to Education; Black Students; *College Students; Educational Quality; Ethnic Groups; *Graduation; Higher Education; Hispanic Americans; Minority Groups; *Public Colleges; State Colleges; *State Universities; Undergraduate Study
IDENTIFIERS- *Illinois; *Time to Degree

Cavalier); (6) "Library Users Group" (Debbie Anderson and Bob Davidson); (7) "Open Entry/Open Exit" (Maria Hesse and Virginia Cantu); (8) "Support for Technologies" (Patricia Harris and Debbie Krumtinger); and (9) "Standards" (Mannay Griego, Juan Marquez, and Don Shehi). (SLD)

ED 366 303 IR 016 499

Story, Naomi O., Ed.; And Others
Ocotillo: Improving Learning through Technology. Report '93.
PUB DATE- May 93
NOTE- 56p.; For additional "Ocotillo Reports", see IR 016 494-498.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; *Community Colleges; *Computer Assisted Instruction; Computer Networks; Conferences; Cooperation; Discussion Groups; *Educational Improvement; *Educational Technology; Evaluation Methods; Higher Education; Intellectual Property; *Technological Advancement
IDENTIFIERS- *Maricopa County Community College District AZ; Open Entry Open Exit; Support Systems

Growing from a 1988 conference on educational technology, the Ocotillo Action/Research Groups of the Maricopa Community Colleges in Tempe (Arizona) have continued to explore ways of enhancing and developing the use of instructional technologies in the community colleges. This report presents the following annual reports of the groups, which summarize their achievements and plans: (1) "Academic Alliances"; (2) "Access"; (3) "Computer Conferencing and Instruction"; (4) "Emerging Technologies 'ETc'"; (5) "Intellectual Rights"; (6) "Library User Group"; (7) "Mechanisms of Technology Implementation and Evaluation"; (8) "Open Entry/Open Exit"; (9) "Support for Technologies"; and (10) "Technology-Based Testing." (SLD)

ED 366 304 IR 016 500

Selby, Stuart, Ed.; Marzotto, Esio, Ed.
Bridging Learning Opportunities: AMTEC '93 Conference Proceedings (Windsor, Ontario, Canada, June 14-16, 1993).
PUB DATE- 93
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Distance Education; Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Hypermedia; Individual Differences; International Educational Exchange; Learning Activities; Learning Experience; Learning Problems; *Multimedia Instruction; Professional Associations
IDENTIFIERS- Canada; United States

The bridging theme of the AMTEC'93 conference provided the stimulation to look beyond traditional boundaries: across international borders; across levels of disciplines and school systems; across social differences and across individual differences. These bridges can help make learning more effective, as can attention to related contemporary issues including learning to do more with less; reaching out to the nontraditional student and, the new technologies--teaching about them, using them, and analyzing their effects. This volume contains about half of the papers presented at the

Telecommunications Handbook: Connecting to Newton.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Electronic Mail; Elementary Secondary Education; Information Dissemination; Information Networks; *Online Systems; *Science Education; Scientists; Teachers; User Needs (Information)
IDENTIFIERS- *Argonne National Laboratory IL; Department of Energy; Internet; *Newton Bulletin Board System; Screen Format

This handbook was written by the Argonne National Laboratory for use with their electronic bulletin board system (BBS) called Newton. Newton is an educational BBS for use by teachers, students, and parents. Topics range from discussions of science fair topics to online question and answer sessions with scientists. Future capabilities will include some Internet services. Newton has two dial-in phone lines and is connected to the Department of Energy's Energy Science Network (CESNet). This manual is for the first-time user, but some advanced features are explored. Sections examine equipment, setup, getting to Newton, registration and login, and Newton's features. A number of personal preference options for screen and file handling are available. Appendices present: (1) hardware and software purchasing advice; (2) a map of Newton; (3) other educational BBS's and services; and (4) basic modem commands. Seven figures illustrate Newton screens. A glossary is attached. (SLD)

ED 366 324 IR 016 530

Couch, David deS.
Communication Network Design: West Ottawa School District.
PUB DATE- Apr 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); *Communications; *Computer Networks; Computer Uses in Education; *Construction Programs; Educational Environment; Educational Technology; Electronics Industry; Elementary Secondary Education; *Information Networks; Instructional Improvement; School Districts; Technological Advancement
IDENTIFIERS- Fiber Optics; *Technology Plans; West Ottawa Public School District MI

This report describes the technical details and rationale behind the decisions in the design and development of the communications network installed as part of a 1991-1993 district-wide construction project in the West Ottawa Public Schools (Michigan). The project called for development of a communications network to carry voice, data, and video services to enhance instruction, improve learning, foster active involvement of students and staff, and improve communication between everyone involved in the educational process. The first section of the report summarizes the assumptions established to guide the decision-making process throughout the project; areas addressed by these assumptions include funding, quality, a public library trustee; ethics statements for library trustees; library board organization; library policies; financial management; planning and evaluation; public relations; and an overview of both the Nevada State Library and Archives organization and the Governor's Literacy Coalition Advisory Council. A list of suggested reading, a glossary, and state laws that affect public libraries are also included. (JLB)

ED 366 344   IR 054 821

Sherratt, Christine S.; And Others
Information Services Study. Final Report.
PUB DATE- Oct 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; College Libraries; Higher Education; Information Literacy; *Information Needs; *Information Seeking; *Information Services; Information Sources; Intellectual Disciplines; Interviews; Library Services; Questionnaires; Research Needs; Tables (Data); *User Needs (Information)
IDENTIFIERS- Focus Groups Approach; Massachusetts Institute of Technology

In 1991-1992, the Massachusetts Institute of Technology (MIT) Libraries conducted an Information Services Study with support from the Office of the Provost. Its purpose was to study how faculty, research staff, and students in three disciplines on campus gather information for their work. Members of the departments of Brain and Cognitive Sciences, Management Science in the Sloan School of Management, and Materials Science and Engineering were asked about the information sources they use and their methods of discovering these. The staff assigned to the study were then expected to formulate preliminary recommendations for library and information services based on the findings. This report contains the summary of responses to the questionnaire, themes, recommendations for services, and suggestions for further research. Included in the appendices are the organization of the study; a list of sources, including annotated bibliographies of sources consulted for instrument development and sources for alternative methodologies; areas for question development; data gathering instruments, including "MIT Community Survey of Information Acquisition and Usage," the interview guide, and the focus group discussion guide; and a statistical summary of the questionnaire. (Contains 82 references.) (JLB)

ED 366 345   IR 054 822

The Library Media Center: A Force for Student Excellence.
PUB DATE- 93
NOTE- 96p.; For 1985 version, see ED 263 916.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Censorship; Copyrights; Cultural Differences; Curriculum Development; Elementary Secondary Education; Financial Support; *Information Literacy; Library Administration; Library Associations; Library

for instructors and administrators to embrace technology to achieve greater effectiveness and to educate students for participation in an information-based economy. The 20 symposium attendees, including trustees, administrators, and others in higher education, generally agreed that the fiscal climate would not allow the colleges to recoup their budget shortfall of the past 3 years. Many supported the Commission's view that utilizing such technology as computers and television would enable the colleges to remain cost-efficient while preserving educational quality. Some participants voiced concern over whether the implementation of distance learning would equally serve students who need more extensive interaction with faculty and others who may thrive in a more independent learning environment. The commission's proposal that statewide work force transition centers be established to provide training and technical assistance to business and industry was received positively. Attendees concurred that the major recommendations would take years to put into place. (ECC)

ED 366 365 JC 940 078

Students Moving from the Community Colleges to the Regents Institutions in the State of Kansas: A Second Statewide Study.
PUB DATE- Feb 92
NOTE- 51p.; For the initial 1985 study, see ED 262 846.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; Comparative Analysis; Educational Research; Enrollment; *Enrollment Trends; Interviews; State Universities; *Student Attitudes; *Student Characteristics; *Trend Analysis; Two Year Colleges; Validity
IDENTIFIERS- *Kansas

In 1992, a study was conducted to determine the number and characteristics of Kansas students transferring from the state's community colleges to one of the state universities; the comparative academic performance, graduation, and persistence rates of community college transfers and their native university counterparts; and the relationship of these data to information collected in a similar study conducted in 1985. The 1985 study found increasing numbers of transfer students from 1979 through 1983, unchanging student characteristics, high satisfaction rates at both types of institution, and higher attrition rates for community college students. In the 1992 study, student databases at the state universities were examined and interviews were conducted of former community college students enrolled in state universities in the 1985-86 academic year. Results of the study included the following: (1) the trend of increasing enrollments of community college transfers was confirmed, although the rate of increase was not as dramatic as that found in the original study; (2) student characteristics (i.e., age, test scores, grade point averages) were generally the same as in the first study; (3) the academic performance of community college students in their first semester was found to be lower than that of native university students; (4) transfers persisted at substantially lower rates than native university students, confirming findings from the first study; and (5) from interviews of 33 former community college students, 70% reported difficulties with academic studies, while 73% felt that they were prepared for the university. Research specifications, definitions of terms, and the survey determined by both the individual team members' morning scores and the team's overall afternoon performance. This booklet offers guidelines for hosting a mathematics tournament. Following introductory sections, the booklet focuses on: (1) means of obtaining support for the tournament, including human, facility, and financial resources; (2) preparations 6 months, 4 months, 2 months, 1 month, and 1 week before the tournament; (3) things to do the day of the tournament; and (4) follow-up activities for the day and week after the tournament. Appendices include budget guidelines and sample letters and forms. (MAB)

ED 366 383 JC 940 103

Lesnak, Richard J.
Using Linguistics in the Teaching of Developmental and Remedial Algebra.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Algebra; Classroom Techniques; Colleges; Higher Education; Mathematics Anxiety; Outcomes of Education; *Remedial Mathematics; *Student Attitudes; Two Year College Students; Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- *Robert Morris College PA

Basic algebra at Robert Morris College (RMC) in Pittsburgh, Pennsylvania, is a remedial course for students with virtually no algebra background, and for students whose previous experiences with algebra have created math blocks and math anxiety. A study was conducted in an effort to measure quantitatively the benefits of using linguistic methods in the teaching of basic algebra. A control group of 52 students were taught with the same methods and techniques that the instructor had been using for more than 25 years, while an experimental group of 52 students were taught with a course design that incorporated writing-to-learn and speaking strategies. Students in the experimental group were instructed that for any problem involving more than one step, an order of operations had to be followed. Students were required to write and talk about this step-by-step precedure. Before each test, students had to submit step-by-step written procedures for each kind of problem they were to encounter on the test. The instructor separated students' pre-test writing into two groups: those steps written perfectly or nearly so, and all others. Test scores showed marked parallels to the clarity of pre-test writing. When students were informed of the correlation between their pre-test writing and test performance, they grew increasingly enthusiastic about writing throughout the remainder of the course. The control group completed the course with a mean average of 74.5%, while the experimental group averaged 77.7%. In written course evaluations, all 52 experimental subjects were positive about the usefulness of the writing assignments, including the 8 students who did not pass the course. (PAA)

ED 366 384 JC 940 104

Hector, Judy
Curriculum and Pedagogical Reform for Lower-Division Mathematics: Moving beyond Myths to Standards.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at "Reinventing the Community

preparatory and one college-level English classes in winter 1992 to determine any improvement in student placement; the mechanics (i.e., time, format, etc.) of adding a sample; and the possibility of including reading subtest scores from placement tests in placement decisions. For the 4,250 students who completed writing samples, files were created of their sample and entry-level test scores and final grades received in the courses. Results of the pilot study included the following: (1) approximately 85% of the students with writing samples were judged to have been properly place using test scores alone; (2) of 19 students who remained in one college-preparatory English course after writing sample scores indicated they needed English-as-a-Second-Language instruction first, 17 received satisfactory or passing grades in the course; (3) difficulties were discovered in including a writing sample and continuing to provide one-stop placement testing; and (4) the contribution of reading subtest scores was found to be significant to placement in English courses, but varied by course and test type. Information on Florida placement criteria and a list of writing topics are appended. (BCY)

ED 366 401 JC 940 125

Baldwin, Anne
Program Review: Outcome Measures of Miami-Dade Community College Associate in Science Graduates from 1984-85 through 1992-93. Research Report No. 93-14R.
PUB DATE- Dec 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; *Associate Degrees; College Graduates; College Transfer Students; Community Colleges; Enrollment Trends; *Evaluation Criteria; Higher Education; *Job Placement; *Outcomes of Education; Program Effectiveness; *Program Evaluation; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Followup
IDENTIFIERS- *Miami Dade Community College FL

Part of an effort to demonstrate performance outcomes at Miami-Dade Community College (M-DCC), in Florida, this report provides data on enrollment, completions, and job placements for Associate in Science (AS) graduates at the college from 1984-85 through 1992-93. The first section discusses program review at M-DCC, indicating that a program is considered successful if 70% of its graduates are employed in a job related to their field, continuing their education, or in the military. The bulk of the report consists of 65 tables presenting the following information: (1) placement of AS graduates by program title for 1989-90, 1990-91, and 1991-92; (2) placement rates for programs that fell below the 70% placement criterion, 1989-92; (3) graduates for programs with fewer than 15 enrollments for at least 1 year, 1990-93; (4) programs with no graduates for at least 1 year, 1990-93; (5) distribution by campus of AS degree programs, 1993-94; (6) licensure examination pass rates, 1991-92; (7) graduates attending public universities, 1991-92; (8) graduates attending Florida International University in 1991; and (9) numbers of enrollees, graduates, and graduate places for 55 program titles, 1984-93. Appendixes provide information on the three levels of program review at M-DCC (i.e., identify programs below criteria, develop recommendations for program improvement, and respond to system-wide funding and

Gallagher, Patricia C.
So You Want To Open a Profitable Day Care Center: Everything You Need To Know To Plan, Organize and Implement a Successful Program.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Business Administration; *Day Care; *Day Care Centers; Early Childhood Education; *Entrepreneurship; Program Development; Program Implementation; *Small Businesses
IDENTIFIERS- Day Care Information Services; Day Care Regulations; Profit Making

This guidebook provides practical, easy-to-follow instructions that will assist entrepreneurs who are considering the operation of a day care business. Eleven sections address the following issues: (1) agencies to contact for licensing, inspection, and certification; (2) professionals to contact for business, legal, and insurance advice; (3) assessment of area day care needs; (4) business considerations; (5) administration; (6) advertising and promotion; (7) advice from experts; (8) education curriculum guidance; (9) child safety; (10) staff and child well-being; and (11) the center learning environment. Nine appendixes provide lists of state day care licensing offices, national child care organizations, Small Business Administration field offices, child care journals and books, curriculum planning kits, and other sources of advice and help, along with sample state forms. (MDM)

ED 366 421 PS 021 925

Phelan, Vanessa C.
Increasing Senior Volunteerism in a K-8 Public School District.
PUB DATE- 92
NOTE- 75p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *Citizen Participation; *Intergenerational Programs; Junior High Schools; Junior High School Students; Middle Schools; *Older Adults; *Oral History; Program Evaluation; Questionnaires; *School Community Relationship; *Volunteers; World War II
IDENTIFIERS- Middle School Students; *Volunteers in Education

This practicum was designed to involve senior citizen volunteers in the schools on a regular basis. Implemented in a suburban public school setting, the project involved: (1) the dissemination of information about senior citizen involvement to school district staff; (2) the development of a partnership between a regional senior volunteer program and the school district; (3) the matching of school district needs with senior citizen volunteer interests; and (4) the development of a Living History project, in which students interviewed participating senior citizens about their experiences during World War II. At the end of the project the middle school held a Living History Day, during which students presented historical papers based upon their interviews and library research to fellow students and the senior citizens. Although the original goal of the project, to have senior citizens participate regularly in the educational process, was not met students; (4) the nature of the prekindergarten environment; (5) the nature of the parent-prekindergarten program relationship; and (6) the relationship between educational outcomes and participation, or non-participation, in a prekindergarten program. It was found that students who attended prekindergarten programs were less likely to be retained, closer to being on grade level in their oral reading, and perceived by their teachers as being more ready for the next grade when compared to students who did not attend a prekindergarten program. Findings and preliminary recommendations in each of the study's focus areas are provided. (MDM)

ED 366 441 PS 022 042

Chrisman, Kent; And Others
Child Care Needs Assessment Louisville, Kentucky Metropolitan Area 1992.
PUB DATE- Apr 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Characteristics; *Community Problems; *Day Care; Demography; *Educational Needs; Elementary Education; Employed Women; Inner City; *Needs Assessment; Poverty; Preschool Education; Urban Problems
IDENTIFIERS- Indiana (South); Kentucky (Jefferson County); *Kentucky (Louisville)

This report assesses the need for and availability of child care services in the metropolitan area of Louisville, Kentucky, including Jefferson County and six surrounding counties in Kentucky (Bullitt, Henry, Oldham, Shelby, Spencer, and Trimble) and three counties (Clark, Floyd, and Harrison) in southern Indiana. This assessment focused on 1990 census demographics and the anticipated child care needs of the communities. The findings from the study showed that the: (1) highest density of children is located in the Inner City of Louisville and in Southeast and West Central Jefferson County; (2) highest percentage of female-headed households was found in the Inner City, and in West Central and East Central Jefferson County; (3) highest number of children below poverty is located in the Inner City; (4) lowest median income was in the Inner City; (5) lowest availability of vehicles was in the Inner City; and (6) range of weekly cost of child care was $12.65 to $124.50. All areas studied showed high numbers of women with children in the work force (over 56%) and households headed by females showed the higher percentage of poverty rates. Among the recommendations made were: the development of additional before and after school slots in areas where none or few exist; an increase in the number of subsidized slots for low income areas; and encouragement of an increase in non-traditional child care with greater flexibility of operation. An extensive appendix provides statistical information by locality. (MDM)

ED 366 442 PS 022 046

McEneaney, John E.
Readiness and Achievement of Normal and At-Risk Russian and American First Graders.
PUB DATE- 1 Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1, 1993).

success. It advocates an inverted pyramid structure of grading, providing as much success as possible for as many students as possible, in as many areas of school as possible. It also criticizes questionable grading practices, such as using varying grade scales, using zeros indiscriminately, failing to match testing to teaching, relying on surprise quizzes, and penalizing students for taking intellectual risks. It suggests remedies for such practices, including consistent and fair grading, letting students know what is expected of them, giving feedback before grades, and encouraging intellectual risk-taking. It suggests that students be grouped according to previous grades and performance, teacher and counselor recommendations, parent and student choice, demographics, and standardized test results. (MDM)

ED 366 463 PS 022 150

Reetz, Linda J.
From Dakota Territory to Today: How Much Has Education Changed?
PUB DATE- 28 Apr 93
NOTE- 10p.; Paper presented at the University of South Dakota Curriculum and Instruction Research Conference (Vermillion, SD, April 28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational History; Elementary Secondary Education; *Ethical Instruction; *Inservice Teacher Education; *Moral Values; Teaching Methods; *Whole Language Approach
IDENTIFIERS- *North Dakota; *South Dakota

This paper presents a historical study of three issues in education: (1) the teaching of morals; (2) teacher retraining; and (3) practices in language arts. It demonstrates that recent actions by the South Dakota legislature to ensure that children are given moral and character instruction are similar to efforts undertaken in the 1890s in North and South Dakota. The paper then notes that the ongoing training of teachers is another issue of recent concern that was also widespread in the Dakotas in the late 19th century. It also explains that the current emphasis on whole-language instruction and a deemphasis on rote spelling lessons and books also hearken back to the 1890s, when "A Teachers Manual and Guide and Course of Study for the Common Schools of South Dakota" (H. L. Bras and others) emphasized similar ideas. The paper concludes that being aware of past practices and methods can help educators understand that much of the current emphasis on morality education, teacher retraining, and whole language education has its roots in the 19th century. (MDM)

ED 366 464 PS 022 151

Ekstrand, Gudrun
God and the Trolls: Socialization of Lappish Children in Northern Sweden. Reprints and Miniprints from Department of Educational and Psychological Research. No. 781.
PUB DATE- Jun 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Rearing; Children; Cross Cultural

Education; Rural Urban Differences

This report reviews research on rural education produced between 1986 and 1993. The review focuses on equity of educational opportunity; financial, curricular, and staffing issues; research agendas; and educational reform. The literature demonstrates that educational opportunity for rural school populations often is substandard, especially when compared to those in urban settings. The difficulties involved in achieving educational equity in rural areas include eliminating disparity in educational funding, reaching an agreement on what constitutes a rural school district, and finding alternative ways to provide educational services to special student populations. Frequently cited as a major problem is the recruitment, training, and retention of teachers in rural school districts. This is compounded by geographic isolation for both teachers and administrators in rural areas. Another concern is the need for school personnel to receive additional training to increase awareness of rural school and community relations. In recent years, the U.S. Department of Education has established a commitment to promote educational parity in rural schools. To strengthen this commitment, the federal government must establish research priorities through the development of empirical databases on rural education policy and practice. Current research on rural education reveals that most, if not all, of the solutions provided by educational policymakers fail to recognize the unique differences and needs of rural settings. Contains 47 references. (LP)

ED 366 483 RC 019 478

Gonzales, Frank
Creating Education That Works: Building Bilingual Teacher Competencies.
PUB DATE- Nov 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; *Bilingual Education; Elementary Secondary Education; Higher Education; Mexican American Education; *Multicultural Education; *Preservice Teacher Education; Spanish Speaking; Standards; *Teacher Competencies; *Teacher Education Curriculum; Teacher Supply and Demand
IDENTIFIERS- *Texas

In 1992, the National Association for Bilingual Education (NABE) published standards that can be used as guidelines for preparation of bilingual multicultural teachers. A survey of 22 beginning bilingual education teachers, graduates of Texas bilingual teacher education programs, examined their preservice preparation in relation to NABE standards. One-third to one-half of respondents: (1) had not had a college teacher who spoke Spanish; (2) had not been taught an education course in Spanish; (3) had not received adequate training in philosophy, theory, history, and legal issues related to bilingual education; (4) had not received training in state requirements and guidelines for bilingual education; (5) did not understand the nature of bilingualism; (6) did not know how to assess student proficiency in Spanish and English; and (7) had received no training or inadequate training in bilingual teaching methods, Hispanic culture, multicultural issues, or classroom management. As their language-minority population grows, Texas school districts can expect a continued shortage of bilingual teachers. Fewer minorities are passing the entry its competitive edge. This report presents the findings of a special panel convened for two purposes: (1) to review federal programs in SMET education at all levels; and (2) to provide an assessment of federal program evaluation efforts. The panel's recommendations emphasize improved management and coordination of programs, more balanced distribution of existing funds, and comprehensive evaluation. Presented first are the panel's principal findings and recommendations related to each of the two types of issues identified by the panel: those that apply to SMET education as a whole and those that apply to specific areas of SMET education. (PR)

ED 366 501 SE 054 061

Thomas, Sue; Moen, Dave
Working on Waste.
SPONS. AGENCY- Minnesota State Office of Waste Management, St. Paul.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Activities; *Community Programs; Educational Resources; Elementary Secondary Education; Environmental Education; Family Involvement; Parent Participation; Recycling; School Community Relationship; Solid Wastes; *Student Projects; Teaching Guides; Waste Disposal; Youth Programs
IDENTIFIERS- *Environmental Awareness; Environmental Issues

This guide provides background information and youth activities for youth leaders and classroom teachers interested in integrating waste management issues into current educational programming. Five parts suggest ideas for action that youth can take at home, in their group, or in the community to solve waste management problems. Part 1 introduces young people to six waste management issues: waste source reduction, reuse, recycling, composting, incineration, and landfilling. Part 2 presents 12 activities for use in class and at home that address the six issues discussed in Part 1. Each activity includes preparation facts, steps on implementing the activity, questions that stimulate participant reflection, and ideas on taking action at home, within the group, and in the community. Part 3 focuses on actions children can take to solve solid waste problems. The actions are separated into three categories and include: (1) 14 actions for groups; (2) over 100 actions to reduce, reuse, and recycle waste for projects related to animal sciences, expressive arts, home economics, mechanical sciences, natural resources, personal growth and development, and plant sciences; and (3) 56 community service ideas. Part 4, a resources section, lists major organizational affiliation; resource people; curriculum, posters and games; periodicals; books; and audio visual materials. Part 5 provides a glossary of 29 terms. (MDH)

ED 366 502 SE 054 077

The Federal Investment in Science, Mathematics, Engineering, and Technology Education: Where Now? What Next? Sourcebook. Report of the Expert Panel for the Review of Federal Education Programs in Science, Mathematics, Engineering, and Technology.
PUB DATE- Aug 93
NOTE- 175p.; For the related report, see SE 054 060.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

tests from the three instruments showed positive results. The CAA showed 50 percent to 70 percent increase in cultural literacy. The RTS exceeded the goal of 25 percent decrease in racial tension. The CIS demonstrated more than a 10 percent decrease in negative interaction in the cooperative groups. Appendices include pre and post CAA and RTS, CIS, CCA, and RTS test data comparative results, a parent letter, an inventions game, classroom rules, and happiness helpers doll patterns. (Author/DK)

ED 366 522   SO 023 551

Williams, Lisa J.
Why Some People Just Can't Speak Up: Gender Bias in the Classroom.
PUB DATE- 93
NOTE- 156p.; Master's Thesis, School for International Training.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Environment; Educational Research; Elementary Secondary Education; Family Role; Females; Foreign Countries; Higher Education; Nature Nurture Controversy; Sex; *Sex Bias; *Sex Discrimination; *Sex Role; *Sex Stereotypes; *Student Participation; *Teacher Expectations of Students; Womens Education; Womens Studies
IDENTIFIERS- Cuba; Vermont

This paper examines the issue of gender bias in education. Major components of the thesis include research in Vermont schools and secondary sources including the 1992 American Association of University Women report. The paper includes three main divisions. The first part addresses the paradox of trying to study gender, including some basic theories on what gender is and how it is developed. The second part looks at school and its role in promoting gender differences. The final section offers resources and suggestions for change. The major finding is that the educational system socializes the sexes into specific roles based on tradition, bias, and the widespread desire to maintain the status quo. Due to the contrast between traditional feminine roles and the behaviors necessary for educational excellence, females often suffer in coeducational settings. Specific areas covered include the following: (1) an explication of research that strongly supports the conclusion that nurture rather than nature produces differences between the sexes; (2) a discussion of the family and peers' roles in gender socialization; (3) a historical overview of the education of women; (4) a case study of Cuba showing how schools are used in the intentional socialization of gender roles; (5) a focus on educators' attention, students' participation, and expectations of both; (6) a look at how the curriculum often discourages females from realizing their potential; and (7) various suggestions to make the educational system a more equitable one. Contains 45 references. (Author/DK)

ED 366 523   SO 023 567

Williams, John Alexander; Sherwood, Topper, Ed.
West Virginia: A History for Beginners.
PUB DATE- 93
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

and sound learning in Latin and Greek. Friedrich Herbart saw moral development as the ultimate goal of education. Herbart's model of the "cultured man" epitomized freedom, goodwill, perfection, righteousness, and ethical responsibility. The educated person of the future should embody such virtues as holism, altruism, and environmentalism, and should be creative, cooperative, circumspect, and egalitarian. Educators must treat culture as a discipline in itself. It will require the descriptive, comparative, non-judgmental study of culture. Such initiatives must be at the forefront of pedagogical change. (SG)

ED 366 542   SO 023 757

Gfeller, Elisabeth; Robinson, Clinton
Which Language for Teaching? The Cultural Messages Transmitted by the Languages Used in Education. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 18p.; Paper presented at the United Nations Educational, Scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; *Cultural Interrelationships; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Language of Instruction; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Africa

African schools rarely present instruction in the students' native languages. The language of instruction tends to be of European origin. What results is a civilized elite which is unsuccessful in bringing knowledge to the vast majority of the population. A project in Cameroon proposes to teach through extensive trilingualism. First, children learn reading, writing, and arithmetic via the local language. At the same time the children begin to learn one of the "official" languages, which may become the primary language of instruction. Later, students learn a third language, which may be either the second official language or the local tongue of a neighboring community. Such an effort was conducted from 1981 to 1987. Students expressed themselves better and performed slightly better in arithmetic, and about equally well in French, as did a control group. Teaching in the local language is a necessary part of preserving the local culture. Failing to promote the culture would amount to promoting alienation and harming self-esteem. Discrepancies between theory and practice would only be reinforced through setting apart the official language and the vernacular. Despite years of promoting official languages, the local tongue is still the main vehicle of communication. Using local language in education would signal that one can be educated but still retain African culture. (SG)

ED 366 543   SO 023 758

Persson, Ethel
Culture in School: A Development Project 1985-1991. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 9p.; Paper presented at the United Nations Educational, Scientific and Cultural Organization International Conference

conjunction with their full semester student teaching experience. Major goals of the training program are: (1) to confront individuals with experiences designed to create an awareness of biases, attitudes, and beliefs and to create awareness of the degree of congruency between stated beliefs and actual behavior; and (2) to internalize and translate such awareness into actions which result in more positive relationships within the teaching/learning environment. In each of UNI's student teaching centers, the course is administered and delivered by a combination of UNI professor, clinical supervisor, and a cadre of practitioners. The course content includes: cooperative learning practices, classroom "ice breakers," removing bias from the classroom, values/self-esteem, children at risk, perceptions we have (e.g., race, homosexuality), and the psychology of winning. Each student teacher is required to do at least one action research project. The course meets requirements for teacher licensure in Iowa, allows professional staff to establish a workable rapport with student teachers, offers a vehicle for demonstrating effective teaching practices, gives student teachers the opportunity to make creative contributions to their cooperating teacher's classroom, and proves that human relations are not just theoretical concepts. (LL)

ED 366 562 SP 034 971

Kansanen, Pertti, Ed.
Discussions on Some Educational Issues IV. Research Report 121.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; College Faculty; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Instruction; *Leadership; Models; Preschool Education; Research Methodology; Teacher Role; *Teaching (Occupation); *Thinking Skills
IDENTIFIERS- Didactic Teaching; Sweden

This research report presents five papers offering Finnish, Swedish, Norwegian, and Australian views of educational issues. The first paper, "Nursery School Leadership--A Forgotten Leadership" (Margareth Drakenberg), discusses societal changes in Sweden, characteristics of Swedish Child Care Service, literature on leadership styles and organizational development, and results of interviews with 30 nursery school leaders which indicated that person-oriented duties such as human resource management and problem solving were the most difficult to handle and the most time consuming. In an essay titled "Research and Teaching: Vision and Reality," Bruce A. Jeans examines ideology and prejudice, university staff, program design and content, diversity and uniformity in teaching, academic freedom, essential features of research, research paradigms, and performance appraisal. "An Outline for a Model of Teachers' Pedagogical Thinking" (Pertti Kansanen) describes a research project which sought to find out how teachers move in their thinking from the descriptive to the normative. "Didactics: From Art to Science" (Tomas Kroksmark) outlines the interrelationship among methodology, didactics, and pedagogy. "Learning/Instruction Issues in Basic Skills" (Nils Sovik) concentrates on tasks related to basic skills curricula and the competence of the teachers who have responsibility for organizing, processing, and evaluating the learning/instruction

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Collegiality; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Participant Satisfaction; Postsecondary Education; Professional Training; Program Evaluation; Public Schools; *Teacher Centers; *Teacher Improvement; Urban Education
IDENTIFIERS- *New York City Board of Education; Professional Development Schools

The Professional Development Laboratory (P.D.L.) is a collaborative teacher development program in New York City which promotes collegiality and provides an environment in which new and experienced teachers can update skills, learn and practice new skills, and share classroom techniques with one another. Participants spent 3 to 4 weeks in the classrooms of experienced P.D.L. resident teachers while their classes were covered by adjunct teachers. Participants refined and updated their skills in such areas as classroom management, guided reading, whole language, positive disciplining, and teaching writing to limited-English-proficient/bilingual children. After the lab experience, follow-up visits to the participants' classrooms were arranged by the resident teachers. Participants shared their experiences with their colleagues by inviting them to observe their classes and by sharing information and materials. A total of 60 surveys were mailed, and about 15 teachers (25 percent) responded to the survey. Ninety-three percent of the responding teachers expressed satisfaction with the program. Participants reported making changes in their classroom management and structure, their teaching methodologies, and their attitudes. As a result, teachers noticed improvement in the learning environment and in their students' motivation, interest, and ability to work independently. Four recommendations for program expansion and improvement are offered. (JDD)

ED 366 582   SP 034 998

Lawler-Prince, Dianne; Slate, John R.
Difficulty in Identifying Developmentally Appropriate Practices: Conflicts with Traditional Instructional Practices.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Classroom Techniques; College Juniors; College Seniors; Developmental Tasks; Early Childhood Education; *Educational Practices; *Education Majors; Higher Education; *Knowledge Level; *Preservice Teacher Education; Student Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs; Preservice Teachers

This study investigated the extent to which preservice teachers could differentiate developmentally appropriate from inappropriate practices in the education of young children. Responses to 2 teaching scenarios were collected from 158 junior and/or senior early childhood teacher education majors from a university in the mid-South. Results indicated that: (1) 75 percent of students correctly identified sharing personal experiences as a developmentally appropriate practice; (2) almost 75 percent correctly identified the inappropriateness of

IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 50 diagnostic mathematics tests cited in this bibliography are instruments to aid in analyzing students' strengths and weaknesses in various mathematical areas so as to provide more effective instruction. The test citations are largely arranged in decreasing accession number order; and although grades 1 through 12 are represented, the tests are primarily designed for preschool through grade 3. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (RLC)

ED 366 601 TM 020 727

Mathematics--Diagnostic: Grades 4-6. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Nov 91
NOTE- 28p.; Supersedes March, 1990 edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Basic Skills; *Diagnostic Tests; Educational Diagnosis; Intermediate Grades; Learning Disabilities; *Mathematics Tests; *Screening Tests; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 46 diagnostic mathematics tests cited in this bibliography are instruments to aid in analyzing students' strengths and weaknesses in various mathematical areas so as to provide more effective instruction. The test citations are largely arranged in decreasing accession number order; and although grades 1 through 12 are represented, the tests are primarily designed for grades 4 through 6. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (RLC)

ED 366 602 TM 020 728

Mathematics--Diagnostic: Grade 7 and Above. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Nov 91
NOTE- 30p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Basic Skills; Cognitive Tests; College Entrance Examinations; *Diagnostic Tests; Knowledge Level; Learning Disabilities; *Mathematics Tests; *Screening Tests; Secondary Education; Student Evaluation

New York State 1992-93.
PUB DATE- Jan 93
NOTE- 89p.; For the 1991-92 report, see ED 351 360.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Elementary School Students; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Minority Groups; Population Distribution; *Public Schools; *Racial Composition; Rural Areas; School Districts; *School Personnel; School Statistics; Secondary School Students; Tables (Data); *Teachers; Urban Areas
IDENTIFIERS- *New York

This series of tables presents information about the racial and ethnic distributions of students and staff in New York public schools in the 1992-93 school year. Specific attention is paid to Black and Hispanic American students and teachers. Information is listed as percent distributions by racial and ethnic origin, by school district within counties, and for the state as a whole. In some cases, statistics are given for the five largest cities of the state (Buffalo, New York City, Rochester, Syracuse, and Yonkers) and for the Boards of Cooperative Educational Services (BOCES). (SLD)

ED 366 622 TM 020 995

Young, Allison J.; Urdan, Timothy C.
The Influence of Perceived Classroom Goals and Prior Beliefs on Aspects of Student Motivation.
SPONS. AGENCY- National Center for School Leadership, Urbana, IL.
PUB DATE- Apr 93
NOTE- 24p.; Poster sessions presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Educational Objectives; Elementary School Students; *Goal Orientation; Grade 6; Information Transfer; Intelligence; Intermediate Grades; Models; Predictive Measurement; Self Efficacy; Stress Variables; Student Attitudes; *Student Motivation; Surveys; Teacher Influence; Values
IDENTIFIERS- Patterns of Adaptive Learning Survey

A primary objective of this study was to examine the relations among students' perceptions of the classroom goal orientation as ability-focused goals and their own goals, as well as the relationships between these two components and other motivational factors such as subject-specific self-efficacy and task value. An additional purpose was to determine the role of students' prior beliefs about intelligence on their goals, sense of efficacy, and values. Subjects were 194 sixth graders who completed 2 instruments, the Patterns of Adaptive Learning Survey (Midgley and Maehr, 1990) and a second survey constructed to measure items regarding perceptions of classroom goal orientation. Results suggest that, while perceptions of classroom goal stresses may not have a strong direct effect on how much students value their subject, there is a strong indirect effect through personal goals and self-efficacy of classroom goal stresses on subject valuing. Causes of the positive relationships between relative ability goals, self-efficacy, and subject valuing are not clear, but it is clear that it is important to differentiate between extrinsic and

The Angoff method, the most widely used and straightforward of the judgmental evaluation methods was used to set standards as a first step toward setting achievement levels on the NAEP. The National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment was asked to evaluate the 1992 achievement levels and issues surrounding their use. The panel conducted four field-based studies, each involving more than 1,000 students at grades 4 and 8 before arriving at the conclusion that the 1992 achievement levels were set unreasonably high. Short-term recommendations were made regarding setting achievement levels, beginning with the discontinuation of both the Angoff method and the reporting by achievement levels for 1992. Long-term recommendations and suggestions for the design of the NAEP are also made. An appendix provides synopses of 10 background studies. Sixteen figures and 34 tables present achievement data and examples of test items. (Contains 49 references.) (SLD)

ED 366 640 TM 021 041

Harmon, Michelle G.
The Role of Strategies and Knowledge in Problem Solving: A Review of the Literature.
PUB DATE- Nov 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Patterns; Elementary Secondary Education; Interaction; *Knowledge Level; Learning Processes; Literature Reviews; Memory; *Metacognition; *Problem Solving; *Teaching Methods; *Thinking Skills; Transfer of Training
IDENTIFIERS- Executive Function (Cognition); Reflective Teaching; *Reflective Thinking; *Strategic Thinking

Current research continues to attempt to determine factors, or combinations of factors, which influence efficacy in problem solving behaviors. This presentation combines several viewpoints regarding the most important component, or combination of components, needed for the most successful problem solving behaviors to occur. Quantitative literature is reviewed in the area of problem solving with emphasis in both: (1) the interacting influence of strategies and knowledge, and (2) the influence of strategies independent of knowledge. Findings suggest that knowledge permits an individual to engage in higher levels of reflective thinking or metacognitive strategies. With knowledge, the problems can be represented more completely. A more complete representation allows for more efficient and effective reflective monitoring of the problem solving process. It appears that the reflective thinking processes, which encourage elaboration on a problem, are instrumental in producing the most efficient problem solving behaviors. Findings suggest that these metacognitive strategies need to be specifically taught to students. Also of interest, is the finding which suggests that use of examples of problem solutions facilitates transfer to analogical problems. (Contains 17 references.) (Author)

ED 366 641 TM 021 043

Simpson, F. Morgan; And Others
Dynamism of Cognitive Style of Preprofessional Educators.
PUB DATE- Nov 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA,

women in the United States were more likely to have completed higher education than women or men in the other countries (with the exception of Japanese men). A table shows the percentage of the population completing secondary and higher education by age, sex, and country. Four graphs illustrate these findings. (SLD)

ED 366 660 TM 021 095

Shute, Valerie J.
Learning Processes and Learning Outcomes.
PUB DATE- Jun 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Associative Learning; Attention; Cognitive Processes; *Computer Assisted Instruction; Drills (Practice); Educational Environment; Encoding (Psychology); Induction; Instructional Design; Instructional Effectiveness; Interaction; *Knowledge Level; *Learning Processes; *Metacognition; Models; *Outcomes of Education
IDENTIFIERS- *Conation; Knowledge Acquisition; Procedural Knowledge

This paper summarizes our present knowledge and understanding of the processes and outcomes of learning. The basic idea about learning is that the outcomes of learning (e.g., propositional knowledge, procedural skills, and mental models) reflect differences in learning processes (e.g., encoding skills, attention allocation, and hypothesis generation). Additionally, learning outcomes reflect differences in conative processes, knowledge structures, and metacognitive skills, mediated by the learning processes. Against the background of a brief historical introduction, this article presents a research-based overview of the major categories of educationally relevant learning outcomes and of the underlying acquisition processes. In this perspective, different learning environments are discussed such as learning by direct instruction, drill and practice, and discovery. Finally, implications for the design of computerized instructional environments are indicated. (Contains 9 figures and 83 references.) (Author)

ED 366 661 TM 021 096

Clark, Sheldon B.; Boser, Judith A.
Using National Surveys To Improve the Efficiency and Effectiveness of Broad-Based Program Evaluations.
PUB DATE- Oct 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Southern Association for Public Opinion Research (Raleigh, NC, October 7-8, 1993). Based on a presentation made at the Annual Meeting of the American Evaluation Association (Chicago, IL, October 31-November 2, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cohort Analysis; *Comparative Analysis; *Control Groups; Cost Effectiveness; *Evaluation Methods; Evaluation Research; Higher Education; *National Surveys; Program Effectiveness; *Program Evaluation; Research Design; *Research Methodology; Resource Allocation
IDENTIFIERS- American Statistical Association; National Science Foundation; National Survey of College Graduates (NSF); New

DESCRIPTORS- Academic Failure; *Compensatory Education; *Continuation Students; *Dropout Research; Educationally Disadvantaged; *High Risk Students; High Schools; High School Students; Minority Groups; *Nontraditional Education; Nontraditional Students; Outcomes of Education; Sex Differences; Special Needs Students

This book explores the hidden world of the continuation high school and analyzes the factors that limit its success. In particular, gender issues in these schools are examined: the different ways girls and boys slip in and out of the system, the different reasons, and the different consequences. The history of the continuation school and the ethnic and class composition of the student body is also discussed revealing that in the cities, African-Americans and Latinos predominate, while in the suburbs, mostly middle-class Whites attend. Also examined is how formal and hidden curricula and peer influences affect girls and boys differently and thus lead them to drop out of school. Based on information collected over a 2-year period spent in examining two continuation schools, and a month in a third school observing these programs, the conclusion is drawn that mainstream high schools attempt to mask their own dropout and pushout rates by sending marginal students to continuation schools. These schools, therefore, become as much safety valves for the system as safety nets for the students, and the resulting contradictions and stigma hamper success. Contains over 200 references, an index, and an appendix that lists the student flow data through two continuation schools. (GLR)

ED 366 680 UD 029 700

Congressional Oversight Hearing on Local Gang Diversion Programs. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, 103rd Congress, First Session (El Monte, California).
PUB DATE- 4 Jun 93
NOTE- 151p.; Serial No. 103-19. Portions contain small, semilegible print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- At Risk Persons; Community Involvement; *Delinquency Prevention; Disadvantaged Youth; Hearings; Intervention; *Juvenile Gangs; Minority Groups; *Program Descriptions; Youth Problems; *Youth Programs
IDENTIFIERS- Congress 103rd

This congressional hearing report highlights some of the steps people are taking to divert and prevent youth from becoming involved in gang activities. Testimony and prepared statements include those from Joseph Gonzales, Field Organizer of the Youth Volunteer Corps from Kansas City; Kathy Masera, President of the California Job Journal; Ron Holmes, Chief of Police in West Covina, California; Sandra Moss-Manson, Project Director, Gang Alternative and Prevention Program, Los Angles County Probation Department; Nancy J. Lavelle, President of the Institute for the Redesign of Learning, South Pasadena, California; Robert W. Bruesch, Mayor, City of Rosemead, California; Clay Hollopeter, Executive Director, Boys and Girls Club of San Gabriel Valley, California; Scott Jackson, Program Director, National Youth Program Using Minibikes; Mary L. Manning, Mayor, Temple City, California; and Robby Robinson, Deputy Probation Officer, Specialized Gang Unit, Los Angeles County Probation Department. (GLR)

Olson, Ruth Anne
Language and Race: Barriers to Communicating a Vision.
PUB DATE- Nov 91
NOTE- 5p.; For related documents, see UD 029 722-724. A publication of the Supporting Diversity in Schools Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Communication Problems; Cultural Differences; Cultural Pluralism; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; *Ethnic Groups; *Human Relations; Intercultural Communication; Minority Groups; *Racial Integration; *School Community Programs; *School Community Relationship
IDENTIFIERS- *Diversity (Groups); Diversity (Student); Minnesota; Saint Paul Public Schools MN; Supporting Diversity in Schools MN

This paper discusses the problems faced by Minnesota's Supporting Diversity in Schools organization in communicating their goal of making schools responsive to students of differing ethnic backgrounds. It was found that using terms such as "multicultural curriculum" and "isolation of schools and communities of color from one another," brought out different meanings. While some saw it as equal education with less ethnic bias, others saw it as the creation of special units of study, displays of artifacts, multicultural fairs, and shaded faces in textbooks. Also, people's points of view regarding how they see reality created problems in the sense that, while people of color saw a need for greater multicultural efforts in the schools, whites mostly did not. This disagreement caused a continual barrier to communication and sound problem solving. The dominance of whites in the community power structure limited decision making on issues relevant to racial equity and fostered continued isolation of white people from the issues and realities shared by people of color. To solve the communication dilemma, words that describe were substituted for words that label. Gaps in reality perceptions were narrowed through use of cultural artistic events and the use of incentives to encourage attendance. Finally, competent and informed people of color were used to head meetings and to act as liaisons in district staff discussions which helped to enrich the content and perspectives of these gatherings as well as to lessen the dominating influence of the white majority. (GLR)

ED 366 700 UD 029 724

Walking the Talk of Racial Equity. SDS Report. Program Summary.
PUB DATE- 93
NOTE- 7p.; For related documents, see UD 029 722-723. A publication of the Supporting Diversity in Schools program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Coordination; Community Involvement; Cooperation; Cultural Pluralism; Economically Disadvantaged; Educationally Disadvantaged; Elementary Education; *Ethnic Groups; *Human Relations; Minority Groups; Program Descriptions; *Racial Integration; *School Community Programs; *School Community Relationship; Social Attitudes
IDENTIFIERS- *Diversity (Groups); Diversity (Student); Minnesota (Saint Paul); Saint Paul Public Schools MN

This newsletter describes the 6-year Supporting Diversity in Schools (SDS) project that seeks to create school environments

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- *Academic Freedom; Faculty College Relationship; Freedom of Information; Higher Education; Political Issues; Private Colleges; *Professional Autonomy; Public Colleges; School Policy; *Teacher Rights

This report synthesizes the literature and applicable case law concerning academic freedom in higher education and addresses the following issues: (1) popular notions concerning academic freedom; (2) whether academic freedom is a legal right; (3) whether faculty at private institutions have the same rights as faculty in public schools; and (4) current issues that affect academic freedom. The report notes that, while the basic notion of academic freedom has existed since 1940, contained within the Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors and the Association of American Colleges, in which the elements of academic freedom are specified, academic freedom does not have constitutional status as a legal right. Additionally, while faculty members at public educational institutions may enjoy some constitutional protection, faculty at private schools must rely mainly on contractual safeguards. Current issues significantly affecting academic freedom include artistic expression, political correctness, limitations initiated by church-related colleges and universities, and subpoenaed research information. To adequately address these issues requires organizationally endorsed policies that clearly identify freedoms that are available and the role of faculty. Conclusions and recommendations conclude the report. (Contains 58 references and an index.) (GLR)

ED 366 264 HE 027 106

The Status of People of Color, Women, and People with Disabilities in Higher Education in the State of Washington 1991. An Annual Report.
PUB DATE- 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Access to Education; American Indians; Asian Americans; Blacks; *Degrees (Academic); Disabilities; *Educational Trends; Elementary Secondary Education; *Employment; *Enrollment Trends; Higher Education; Hispanic Americans; Minority Groups; Private Schools; Public Schools; Statistical Data; Trend Analysis; Womens Education
IDENTIFIERS- *Washington

This report contains graphs, tables, and narrative which present data and illustrate trends on the participation and progress of people of color (African Americans, American Indians, Asian/Pacific Islanders, and Hispanic Americans), women, and people with disabilities in higher education in Washington State. The following areas are covered: (1) fall headcount enrollment at public and private 4-year institutions and community colleges for the years 1982, 1984, and 1986; (2) degrees conferred by community colleges and public and independent 4-year institutions in 1983 and 1985; and (3) enrollment and degree completion and employment data in higher education, and enrollment and completion in the K-12 education system. Included in the analysis are the findings that overall enrollments of these groups in K-12 has increased by 12 percent

Low graduation rates and excessive time to degree have cost implications for students, institutions, and the state and raise fundamental questions about priorities. This report examines graduation and time-to-degree rates at 10 Illinois public college and universities; the potential factors affecting graduation and timely completion; and the issue of improving educational quality, and graduation and time-to-degree rates without adversely affecting access to and diversity within public universities. Tables display the proportion of all first-time freshmen who graduate within specific time frames, as well as the proportions by gender within three racial/ethnic groups: Black, Hispanic, and all other students. An appendix provides statistical tables revealing the proportion of first-time freshmen graduating at each Illinois public university campus. These tables show cumulative graduation rates ranging from a high of 77.8 percent to a low of 16.7 percent. They also reveal that, among the students who do graduate, the proportion who graduate within 4 years ranges from a high of about 66 percent to a low of approximately 14 percent. (GLR)

ED 366 284 HE 027 142

Enrollment, Transfer, and Degree Patterns of Public University Baccalaureate Recipients.
PUB DATE- 13 Jul 92
NOTE- 16p.; For related documents, see ED 343 638, ED 350 960-961 and HE 027 140-143.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Bachelors Degrees; College Students; Enrollment Trends; Higher Education; *Public Colleges; State Colleges; State Universities; *Transfer Students; Undergraduate Study
IDENTIFIERS- *Illinois; *Time to Degree

This report responds to Illinois State Board of Higher Education's policies on improving undergraduate education that called for cooperation among institutions of higher education in monitoring the academic progress, retention, and graduation of undergraduate students. The report examines the enrollment, transfer, and degree attainment patterns of baccalaureate recipients, including the time taken to earn the baccalaureate degree. It focuses on those students who received their baccalaureate degrees from an Illinois public university in either fiscal year 1991 or 1992 and retrospectively looks at their enrollment, transfer, and degree attainment history. Statistical data indicate the following: (1) two-thirds of the students who enrolled at a community college for more than half of their total terms earned an associate degree prior to the baccalaureate; and (2) 23 percent of the students completed their baccalaureate degrees in exactly 4 academic years, another 16 percent completed in more than 4 years but less than 4.5 years, and 15 percent completed their baccalaureate degree in less than 4 years. (GLR)

ED 366 285 HE 027 147

Enhancing Quality and Productivity in Illinois Higher Education: Faculty Roles and Responsibilities.
PUB DATE- 8 Sep 93
NOTE- 29p.
LANGUAGE- English

conference relating to the bridging theme. The papers are as follow: "The Guelph-Waterloo Video Link" (G. W. Ballantyne); "Gone But Not Forgotten" Videodisc Technology Bridges the Past to the Present" (Danielle Fortosky, Teresa Thacker, and Todd Zazelenchuk); "CMI Behind Bars: Comparative Analysis of PLATO Between Two User Groups" (Genevieve Gallant); "The Survival of a School District Media Production Department" (Gregory Gutenko); "AIMS CoPlanner: Computer Software to Facilitate Preservice Resource Teacher Education" (Leonard Haines); "A CAL Project: Money Skills for the Intellectually Disabled" (I. J. Hayward); "The Role of Instructional Design and Information Development in Guiding Technological Change" (Margot Hovey and Rob Pearson); "Learning in the Workplace: An Integrated Approach" (Miria Ioannou); "Graduate Distance Education: A Pilot Experience" (M. F. Kennedy, D. P. Janes, and B. A. Park); "Creativity on a Budget: Joint Community Health Education" (Richard J. Knecht); "Historical Realities and Continuing Mandates: Technology and the Paradigm for School Redesign" (James J. La Follette); "The Changing Role of the Media Centre in the 90's" (Helene Lavallee and Ross Mutton); "Motivating Students: Lessons From Theory" (Richard F. Lewis); "A Hypermedia Paradigm for Contrastive Phonetics" (Zopito Marini and Corrado Federici); "A Conceptual Framework for New Paradigm Research in Human Sciences: Phenomenology" (Linda M. McKay); "Using Amiga Computers for Media Production in Support of Teaching and Learning" (Robert McKenzie); "Music in Education" (Dave Morton); "Telecommunications Networking for Distance Education" (Richard J. Simpson); "A Self-Assessment System for a Developing School System" (Stephen G. Taylor); "Television in the 90's: An Industry in Transition or Trouble?" (P. G. Whittingham); and "Adapting a Commercial Newspaper Editorial System for Teaching and Learning" (Marian G. Williams). References are included with most of the papers. (TMK)

ED 366 305 IR 016 501

Eastmond, Nick
Conducting Product Evaluation with a Graduate-Level Class: The Reconstruction of Experience.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Dallas, TX, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensation (Remuneration); Credit Courses; Distance Education; Educational Philosophy; Educational Practices; Evaluation Methods; Evaluators; *Experiential Learning; French; *Graduate Students; Higher Education; Incentives; *Instructional Material Evaluation; Program Evaluation; *Second Language Instruction; Spanish; *Student Participation; Teaching Methods; Wages
IDENTIFIERS- Dewey (John)

The involvement of an actual class in the conduct of a product evaluation is described as a powerful learning experience for the students and a valuable service for a client. The essential elements of such a program are: (1) a teacher-negotiated contract for an evaluation; (2) students who sign on by enrolling for credit; (3) background provided by the client; (4) formation of teams of classmates to conduct the work; and (5) reports of evaluation results to the client. The practice of paying the class for evaluation work is advocated as an incentive. Two specific evaluations by graduate students at availability of services, standardization, and staffing. The second section describes network design and implementation, including the fiber optic network, building communication cable plant, computer network, video network, telephone system, and power systems. Several diagrams illustrate the document. (TMK)

ED 366 325 IR 016 531

Hyltin, John P.; And Others
Digital Video Interactive (DVI) Based Authoring Tools for Unit Level Training. Final Technical Report for Period 27 September 1991 - 27 May 1992.
SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Mar 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Software Development; Military Training; *Multimedia Instruction; *Programming; Programming Languages; Training Methods
IDENTIFIERS- Air Force; *Digital Technology; *Digital Video Interactive; Interactive Systems

This report describes DVI (Digital Video Interactive) technology, current authoring languages and tools, and the reasons for developing new tools and applications. The work described was performed by Betac Corporation as part of a Phase II Small Business Innovation Research project. Section I provides background information on DVI. DVI technology is described in more depth in Section II, including ActionMedia hardware, ActionMedia production tools, and ActionMedia software libraries; the next section examines authoring languages and tools, including existing systems and simulation requirements in authoring packages. Section IV focuses on the software development approach, including previous developments, generic tools and objects, application specific tools and objects, development methodology, and the Intelligent Tutoring Strategy approach. A Life Support Officer training course using DVI is described in Section V, including training needs assessment, a life support equipment investigations course, resources for course development, target student population, teaching philosophy, and the course outline. Section VI summarizes lessons learned, and the final section discusses future directions, including object libraries and tools commercialization. (TMK)

ED 366 326 IR 016 532

Prinsloo, R. J., Ed.
Human Sciences Technology: Ways of Solving Problems in the Human Domain.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Behavioral Sciences; Cooperation; *Educational Technology; Foreign Countries; *Human Resources; Problems; Quality of Life; *Science and Society; *Social Problems; *Social Sciences; Technological Advancement; Technology; Training Methods
IDENTIFIERS- South Africa

This book covers a representative sample of the types of

Automation; Library Collection Development; Library Personnel; *Library Planning; *Library Role; Library Standards; *School Libraries; State Legislation; Telecommunications; User Needs (Information)
IDENTIFIERS- *Information Skills; Texas

The mission of today's school library media center is to help prepare students to enter the information age of the 21st century. To carry out this mission, library media specialists, administrators, and teachers must ensure that students can effectively locate, access, interpret, evaluate, and communicate information. The school library media center can offer assistance if it is adequately staffed and funded to develop a program that reaches all students in meaningful ways. This publication is intended to help districts develop library media programs that meet the needs of students and teachers. The following areas are addressed: (1) the library media center program; (2) library media center staff; (3) resources; (4) facilities; (5) financial support; (6) the library media center and the curriculum; and (7) the library media center and technology. Included in the appendices are state requirements for school library media centers; automation standards for school library media centers; position statements of the American Association of School Librarians; documents relating to material selection, censorship, and copyright issues; a planning guide; and a library media center appraisal checklist. (Contains 61 references.) (JLB)

ED 366 346 IR 054 824

User Education Program Manual.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; College Libraries; Higher Education; Information Literacy; Information Seeking; *Library Instruction; *Library Role; Library Services; *Library Skills; Orientation Materials; Program Development; Reference Services; Tables (Data); User Needs (Information); Users (Information)
IDENTIFIERS- University of California Santa Barbara; *User Training

The purpose of this manual is to provide a structure for a comprehensive user education program at the University of California, Santa Barbara. It is intended to provide a general direction for librarians to review when developing new instructional programs or examining current programs. The purpose of this program is to provide basic library skills; an introduction to reference tools; advanced research methods; and a structure for librarian-faculty instructional interaction. Topics covered in this manual are goals and objectives of the program; a profile of the user groups; the existing structure of the program; personnel structure; evaluation of the program; statistics; facilities and equipment; publicity and promotion; and future directions. The appendices include sample letters to faculty for instruction; guidelines for designing effective library assignments; pointers to instructors giving lectures; and a guide for instructors on questioning. (JLB)

ED 366 347 IR 054 828

instruments are appended. (ECC)

ED 366 366 JC 940 079

Swender, Herbert J.
Independence Community College Property Appraisal/Assessment Program.
PUB DATE- Jan 94
NOTE- 110p.; For a related report, see ED 336 133.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; *Community Colleges; Course Content; Course Descriptions; *Degree Requirements; Educational Certificates; Employment Opportunities; *Occupational Surveys; *Property Appraisal; State Legislation; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Independence Community College KS; Kansas; *Property Appraisers

This report to the Kansas State Department of Education supports Independence Community College's (ICC's) request for approval of a new vocational education program in Property Appraisal/Assessment. The report begins with two letters of support and the application for new program approval. Next, a project narrative provides background information on the appraisal/assessment program, including an overview of the need for accurate property appraisal and assessment and of requirements and licensing regulations for appraisers from a national perspective; a summary of relevant Kansas state legislation and educational requirements; and job opportunities and salary potential for appraisers in the ICC service area. Educational criteria specified in Kansas Administrative Regulations for particular categories of appraisers are listed next. Lists of program objectives and advisory council members are followed by information on the program requirements for a certificate, an associate in applied science degree, or an associate of science degree in Property Appraisal/Assessment. Next, syllabi are presented for new vocational courses in: (1) Building Design and Structure; (2) Fundamentals of Mass Appraisal; (3) Property Assessment Law and Administration; (4) Real Estate Appraisal; (5) Real Estate Finance; (6) Real Estate Fundamentals; (7) Real Estate Investments; (8) Real Estate Law; (9) Real Estate Mathematics; (10) Real Estate Records; and (11) Valuation of Income Producing Properties. After describing pre-approved courses applicable for the program, a list of current Kansas community college programs, an ICC faculty job description, a sample ICC part-time instructor contract, and teacher evaluation forms are provided. Appendixes contain a list of reference materials for property appraisal/assessment, a chart showing ICC's organizational structure, and a facilities map. (AC)

ED 366 367 JC 940 080

Campus Planning Study: Staff Recommendations.
PUB DATE- 30 Nov 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Planning; *Community Attitudes; Community Colleges; *Educational Facilities; Educational Legislation;

College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *College Mathematics; Community Colleges; *Curriculum Development; Educational Change; Educational Needs; Job Skills; *Mathematics Curriculum; *Mathematics Instruction; *Outcomes of Education; Teacher Role; Two Year Colleges
IDENTIFIERS- *Standards for Two Year Coll and Lower Div Math

Jobs requiring mathematical skills are growing at double the rate of overall employment. Standards for Two-Year College and Lower Division Mathematics (STCLDM) are being developed to guide reform in introductory college mathematics. Efforts to develop the STCLDM began at an August 1991 planning session with the Mathematical Sciences Education Board. Through subsequent funding from Exxon and the National Science Foundation, initial standards were drafted in June 1993. The initial draft of the standards includes a discussion of themes throughout the mathematics curriculum, and examines standards specific to developmental mathematics, to Associate in Applied Science degree programs, and to baccalaureate-intending programs. Among the contents of the standards are the following: (1) introductory mathematics will illustrate the power of mathematical thinking as a foundation for independent, lifelong learning; (2) the mathematics instructor will foster interactive learning through writing, reading, speaking, and collaborative activities; (3) the mathematics instructor will model the use of multiple numerical, graphical, symbolic, and verbal approaches to solve a variety of problems; (4) students will learn important mathematics knowledge through mathematical modeling applied to real world situations; and (5) as a result of application of the standards, students will be able to choose the appropriate tools and technology to solve mathematical problems and to judge the reasonableness of the results, and will be able to work effectively in groups and communicate about mathematics orally and in writing. (PAA)

ED 366 385 JC 940 105

Cepeda, Rita M.
Title 5 Regulations: Distance Education. Third Reading, Action Scheduled (Public Hearing Item).
PUB DATE- 10 Mar 94
NOTE- 33p.; Prepared as Agenda Item Number 10 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Change Strategies; *College Planning; Community Colleges; *Distance Education; *Educational Finance; *Educational Legislation; Financial Needs; Nontraditional Education; State Aid; State Legislation; *Telecourses; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Distance education in the California Community Colleges (CCC) has been limited to courses that are transferable to baccalaureate institutions because of restrictions in funding regulations in articulation concerns); statistical performance measures for vocational programs; sample survey instruments for graduates and program managers; a list of industries and firms employing one or more of the school's AS graduates; and academic progress indicators for graduates at Florida International University. Contains 26 references. (ECC)

ED 366 402 JC 940 126

Articulation Report, Fall 1993.
PUB DATE- Dec 93
NOTE- 153p.; For previous report, see ED 352 086.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; *Grade Point Average; Higher Education; Majors (Students); School Statistics; State Surveys; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida; *State University System of Florida

Focusing on the period from 1990 to 1992, this articulation report provides information on students enrolled in Florida's State University System (SUS) who, prior to enrolling in their respective universities, attended one of Florida's 28 public community colleges. Following an overview of articulation in Florida, a series of 15 tables are provided, presenting information on students' gender, race, age, date of entry into the SUS, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; comparisons of the SUS performance of transfers based on semester hours earned at the two-year college; and comparisons of the performance of associate of arts graduates in the SUS with native SUS students. Highlighted findings include the following: (1) in fall 1992, there were 70,441 former community college students in the SUS, an increase of over 5% compared to 1990; (2) during each year from 1990 through 1992, female students comprised 56% of the two-year college transfers to the SUS; (3) for the same period, the percentage of White student transfers to the SUS decreased by 1.7%, while the percentage of Black, Hispanic, and Asian students increased by 0.9%, 0.4%, and 0.4%, respectively; (4) 84.4% of the 1992 transfer students had accumulated 60 semester hours or more upon entering the SUS; and (5) in fall 1992, 69.5% of the transfer students earned a GPA of 2.5 or higher while enrolled in the SUS, up from 68.2% in fall 1990. Lists of two- and four-year institution presidents and articulation officers are included. (PAA)

ED 366 403 JC 940 127

Mobilizing for Competitiveness: Linking Education and Training to Jobs. A Call to Action from the California Business Roundtable. Summary.
PUB DATE- Jan 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Adult Basic Education; Community Colleges; Degrees (Academic); Educational Economics;

because many had initially refused to participate due to past negative experiences with senior citizen-student undertakings, the successful Living History Day can be seen as a first phase of a senior citizen volunteer plan. Follow-up surveys of the senior citizens involved showed that they thought the project worthwhile. Eleven appendixes provide copies of various forms, letters, and survey questionnaires used in the practicum. (MDM)

ED 366 422 PS 021 927

ECEAP Longitudinal Study and Annual Report 1992: An Evaluation of Child and Family Development through Comprehensive Preschool Services.
SPONS. AGENCY- Washington State Dept. of Community Development, Olympia.
PUB DATE- Apr 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; *At Risk Persons; Child Development; Child Health; Child Welfare; *Early Intervention; *Family Programs; Longitudinal Studies; Parent Child Relationship; Parent Participation; *Preschool Children; *Preschool Education; Program Effectiveness; Program Evaluation; State Programs
IDENTIFIERS- *Early Childhood Education and Assistance Prog WA

The Early Childhood Education and Assistance Program (ECEAP) provides 4-year-old children from low-income families with a comprehensive preschool experience that emphasizes their developmental, health, and nutritional needs, involves their parents, and responds to their family's social service needs. This annual report on the ECEAP discusses the development and implementation of the program and measures children's performance over time in four key areas: (1) cognitive and physical development; (2) social and emotional well-being; (3) health and nutrition; and (4) family well-being and empowerment. Results are compared with those of children who do not participate in the ECEAP, showing that participation in ECEAP has a strong, positive impact on children. Two appendixes list the names, addresses, and telephone numbers of ECEAP advisory committee members and contractors. (MDM)

ED 366 423 PS 021 931

Clarke, June S.
Strategies Addressing Discrepancies in Educational and Behavioral Priorities and Expectations between Staff and Middle-Class K-5 Parents.
PUB DATE- 93
NOTE- 107p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attitude Change; Elementary Education; *Parent Attitudes; Parent Education; Parent Participation; Parent Responsibility; Parent Role; *Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Program Effectiveness; Questionnaires; *Teacher Attitudes

A practicum was designed to address the discrepancies in educational and behavioral expectations and priorities noted on

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cross Cultural Studies; *Elementary School Students; Foreign Countries; Grade 1; *High Risk Students; Primary Education; *Research Methodology; *School Readiness; Sex Differences
IDENTIFIERS- *Russia; *United States

A year-long cooperative study examined school readiness and academic achievement of normal and at-risk students. Subjects were 360 Russian and 400 American first-graders. A Russian-developed diagnostic screening instrument was used to identify at-risk individuals. Data were then collected through achievement tests at the beginning and end of the school year, teacher ratings of students, and surveys of schools, teachers, and families, following standard Russian research procedures. Results indicated that: (1) at-risk students scored less well on achievement tests as a whole than the control group; (2) American students had higher overall scores than the Russians; (3) Russian control students overtook their American counterparts on academic achievement tests by the end of the school year; (4) there was a wider variation in achievement scores between the Russian at-risk and control groups than the American at-risk and control group; and (5) boys were more likely than girls to be diagnosed as at-risk, although this gender difference was less pronounced among the Russian students than the Americans. Issues related to the cooperative nature of the study and Russian research techniques and instruments are also discussed. (MDM)

ED 366 443 PS 022 048

Polland, Mark
Results from the Right Side Up Test: A Cross-Cultural Study of Young Children in the United States and China.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 10-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alphabets; *Chinese; Cross Cultural Studies; *English; Foreign Countries; Ideography; *Language Acquisition; Language Research; *Preschool Children; Preschool Education; *Visual Learning
IDENTIFIERS- China; Pictographs; *Print Awareness; United States

A cross-cultural study examined preschoolers' knowledge of elementary components of the writing system. Subjects were 41 Chinese and 44 American preschool students between the ages of 2 and 4. The students were presented with sets of cards depicting familiar objects, capitalized English letters, and Chinese characters and were asked to turn each of the cards to the correct upright position. The cards were 3 inches square and could be placed in 1 of 4 orientations. It was theorized that the correct upright position for elemental writing units might be one of the first aspects of the writing system that children would learn and be able to demonstrate. It was found that the Chinese children were able to position the Chinese characters correctly with a frequency of 67 percent, while American children positioned the letters correctly with a frequency of 71 percent. The Chinese students were accurate 43

Studies; Cultural Traits; Foreign Countries; Minority Groups; *Parent Attitudes; Parent Child Relationship; *Parents as Teachers; Resistance to Change; *Social Attitudes; *Socialization; *Traditionalism
IDENTIFIERS- India; *Lapps; *Sweden

This report notes that two cultures may view similar childhood behaviors differently, and cites results of studies that compared Swedish and Indian parents' attitudes toward children to support this statement. The report describes a study that examined parental attitudes and behaviors among Lappish families in Northern Sweden, in which data was obtained from interviews with parents and children and videotapes of family interactions. Subjects of the study were traditional Lappish villagers who still rely on reindeer herding, fishing, and other traditional occupations to earn a living, and have little contact with the Swedish government or welfare system. Essentially, Lappish parents believe that children should be raised as they have always been, that children should "do the right thing," and that children should have the common sense to know what the right thing is. Lappish children are trained to make their own decisions and take responsibility for the consequences, and are expected to follow traditional occupations. They are taught through traditional stories and learn that, through obedience to rules that enable them to function safely in the harsh traditional herder life, they can, ultimately, achieve personal freedom. (MDM)

ED 366 465   PS 022 152

Reich, Lena Rubinstein
Circle Time in Pre-School. Reprints and Miniprints from Department of Educational and Psychological Research. No. 785.
PUB DATE- Aug 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Discipline; Ethnography; Foreign Countries; *Group Activities; *Group Dynamics; *Groups; *Preschool Children; Preschool Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Circle Time; *Sweden

A study examined the curricular event in Swedish preschools known as "circle time," a daily event in most schools during which children, teachers, and sometimes parents gather in a circle for 20-30 minutes and share songs, discussion, music, storytelling, and group play. A special theme, such as the environment or a holiday, may also be dealt with during circle time. The practice began in Swedish kindergartens as early as the 1880s and has spread to preschools throughout the country. Through survey questionnaires, ethnographic observations, and interviews at 5 day care centers, the study sought to determine what actually happens during circle time and what the implications are for the participants. The results indicate that the activity is both a ritual, providing security for participants, and a meeting. To the staff, circle time corresponds to a need for structuring activities and indicating obvious changes during the day. To the children, circles are an asset entailing affirmatory meetings, but also a restraint in which discipline and coercion are prevalent. Contains 16 references. (MDM)

ED 366 466   PS 022 153

requirements of teacher education programs, which limits the number of candidates for bilingual education certification. Of those completing bilingual programs, not all possess the competencies needed in the bilingual classroom, increasing the need for inservice staff development. This article contains survey questions and responses and the NABE standards. (SV)

ED 366 484 RC 019 479

State Bilingual and ECIA Chapter 1 Migrant Process Evaluation Report 1993-1994.
PUB DATE- Dec 93
NOTE- 37p.; For the 1992-1993 report, see ED 355 078.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; Federal Programs; Hispanic Americans; *Migrant Education; Parent Participation; *Program Evaluation; Reading Instruction; *Teacher Attitudes
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs; *Saginaw City School System MI

The Saginaw (Michigan) School District bilingual and migrant programs operated as one program at 24 elementary schools, 4 junior high schools, and both high schools. The state bilingual program served 633 students, primarily Hispanics, and 585 students in the migrant program, but there was considerable overlap between enrollments. Services consisted primarily of supplemental instruction for 30 minutes per week on a pullout basis. Staff members (five teachers, one advisor, and three aides) completed process questionnaires. Program strengths identified included instruction in a multitude of areas, increased parent involvement, availability of a variety of materials and supplies, emphasis on reading instruction, flexibility in scheduling, and progress monitoring. Weaknesses of the programs included unreasonable teacher caseloads and lack of space for instruction. Recommendations for program improvement involve offering inservice training for regular education staff to better meet the needs of bilingual and migrant students, and establishing centralized sites for services to increase instructional time and space. Appendices list program enrollments by building, explain identification and eligibility procedures, and provide a copy of the process questionnaire and results. (KS)

ED 366 485 RC 019 480

Nweze, Billie R.
Increasing Parent Involvement, Student Attendance and Appropriate School Behavior of At-Risk Middle School Students through Parent Partnerships.
PUB DATE- 93
NOTE- 97p.; Ed.D. Practicum, Nova University. Appendices G (Parent Consent) and N (Student Contract) contain light and broken type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Attendance; Counseling; Dropout Prevention; Elementary School Students; *High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Nontraditional Education; *Parenthood Education; Parenting Skills; *Parent Participation;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Engineering Education; *Federal Programs; Higher Education; *Mathematics Education; Program Evaluation; *Science Education; *Technology Education
IDENTIFIERS- Reform Efforts

This Sourcebook is a compilation of information selected from that reviewed by the Expert Panel that had been appointed to review and assess Federal programs in science, mathematics, engineering, and technology (SMET) education; it also contains information about the Expert Panel itself. The Sourcebook is organized in four sections. Section 1 contains an overview of federal agency budget and program data, together with a matrix of information on federal SMET programs and 16 federal agency mission statements. Section 2 contains an outline of evaluation and other program review activities of the same federal agencies, a matrix explaining the type of review conducted for each program, and 10 individual agency evaluation overviews. Section 3 concerns the organization of the Expert Panel. Section 4 contains a bibliography for those seeking information on SMET education in the United States. (PR)

ED 366 503   SE 054 081

Tapia, Ivan, Ed.
Environmental Education.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ecology; Educational Change; Elementary Secondary Education; *Environmental Education; Equal Opportunities (Jobs); Foreign Countries; Foreign Students; Futures (of Society); Higher Education; *International Cooperation; *Vocation[illegible] Education
IDENTIFIERS [illegible] *Environmental Policy; *Germany

Articles in this double issue of a journal concerned with education and science cover a range of topics with a particular focus on the environment. They include: (1) a profile of Jens Reich, a scientist with interests in the economy and society; (2) a report on an upcoming education summit to decide on reform in university studies; (3) four contributions that discuss German efforts to infuse environmental education into the school curriculum; (4) a "Viewpoint" article by Ernst Ulrich von Weizsacker on the global environment crisis and the tasks of higher education and science in the 21st century; (5) three contributions on educational policy consisting respectively of a discussion on opportunities for young foreigners in German schools and professions, a vocational training report identifying a lack of skilled workers, and an article on the promotion of gifted persons in the Federal Republic of Germany; (6) a report on the intensification of industrial research in the former East Germany; and (7) two contributions in the area of international cooperation, one concerning Arctic research with Russia and the other concerning change of emphasis in German vocational training aid. (MDH)

ED 366 504   SE 054 126

Peixotto, Kathleen M.
A Vision of Science and Mathematics for All.
PUB DATE- Nov 93

DESCRIPTORS- *American Indian Culture; American Indian History; Archaeology; Civil War (United States); *Culture Conflict; Elementary Secondary Education; Food; Historiography; Industrialization; *Land Use; *Local History; *Social Change; *State Government
IDENTIFIERS- French and Indian War; *West Virginia

This book on the history of West Virginia emphasizes the differences and similarities among the people inhabiting what is now the state of West Virginia, from prehistoric times to the present. The history focuses on how these people have acted as individuals and in groups such as families, communities, societies, corporations, and government. Studying history helps people understand the social behavior of people who lived in the past. By observing the changes that affected their lives, one also can observe the ways in which society came to be the way it is today. By observing the interaction of a variety of cultures still present in West Virginia today, each within its own distinctive natural environment, students get a command of skills, methods, and concepts that they can apply later to other broader areas. This document is divided into five parts. The first part discusses how West Virginia became a settled frontier. It contains three chapters based on: (1) the prehistory of West Virginia; (2) the first historic West Virginia societies; and (3) cultural encounters. Part 2 explores how West Virginia became a state. The three chapters in this part discuss: (1) land and law; (2) why West Virginia became a state; and (3) state government. The third part is on the development of an industrial society and discusses the industrial period and the economic system. The fourth part deals with becoming a bureaucratic society. Part 5 includes the lives of everyday people, food, clothing, and housing throughout the historical periods. (DK)

ED 366 524   SO 023 638

Crosby, Mary Neil
A Review of Innovative Approaches to LRE. Technical Assistance Bulletin No. 4.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Computer Uses in Education; Curriculum Enrichment; *Drama; Drama Workshops; Elementary Secondary Education; Experiential Learning; *Law Related Education; *Learning Activities; School Community Relationship; Social Studies; Surveys; Teaching Methods; Writing Workshops
IDENTIFIERS- *Project Inside Out; *Project PATCH

This bulletin discusses some non-traditional teaching vehicles such as plays, computers, and "learning by doing" projects used to heighten student interest in law-related education (LRE) by offering students unique experiences in a variety of settings. Four plays that have been developed or sponsored by local bar associations include: (1) "Vote is a Four Letter Word," a one woman show tracing the origins of the voting right, from America's first legislative assembly in 1619 to the ratification of the 26th Amendment that reduced the voting age to 18 in 1971; (2) "The Kingdom v. Jack Spriggins," based on the "Jack and the Beanstalk" fairy tale in which students make up the jury at Jack's trial for murder, kidnapping, and theft; (3) "Rumpelstiltskin v. the Queen," based on the

on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Education; *Curriculum Enrichment; *Educational Finance; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Program Evaluation; *Student Development
IDENTIFIERS- *Sweden

Between fiscal years 1985-86 and 1990-91 the Swedish government earmarked funding for cultural projects. The aims were both to increase the element of culture in schoolwork and to establish and strengthen ties between school and cultural life outside school. Local municipalities could apply for funding for projects initiatiated by the schools. Funding was to support new projects and was earmarked for direct activities in the schools. County school boards reported to Sweden's National School Board on projects that won funding. The board's Information and Documentation Section maintained a database of funded projects. The activities that obtained funding were diverse--music, drama, film, and local history. Teachers and students with interests in cultural activities won greater status as a result of the projects. Teachers and students alike have found schoolwork more meaningful and enjoyable, and the projects have brought about more active, creative ways of working. To be successful, such projects must be a natural part of schoolwork. (SG)

ED 366 544 SO 023 759

MacKinnon, A. R.
Effects of Cultural Interventions on Educational Competencies: Intelligence Rediscovered. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 13p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762. Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; *Cultural Pluralism; Foreign Countries; Global Approach; *Intelligence; Multicultural Education; Outcomes of Education; Social Science Research; Sociology
IDENTIFIERS- Global Education; *World Views

Massive cultural interventions that have occurred in the last 20 years have produced global intelligences whose characteristics transcend the cultural context. Global intelligences are communalities of competencies shared extensively among all world societies. This document presents a preliminary report on a study of global intelligences. Three general intelligences appear to occur on a global basis: (1) common language, in the form of a world English; (2) integrative intelligences, in which various cognitive and emotive competencies reunite in the educational process; and (3) newly rediscovered mythic intelligences, which may enable people to develop relationships among all living creatures, non-living things, and the planet itself. The massive efforts being made on a global scale to program in arithmetic, reading, and writing. (JDD)

ED 366 563 SP 034 976

Cox, Barbara, Ed.
Resolving a Crisis in Education: Latino Teachers for Tomorrow's Classrooms.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Policy; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Hispanic Americans; Policy Formation; Population Growth; *Population Trends; Public Policy; Secondary School Teachers; Student Characteristics; Teacher Characteristics; *Teacher Distribution; *Teacher Education; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Latinos

This report addresses questions related to increasing the numbers of Latino teachers in U.S. classrooms and improving the preparation of those teachers and all teachers of Latino children. The report presents demographic data on Latinos concerning: percentage of total population, population projections, states of residence, median age, educational attainment, public school and undergraduate enrollment, dropout rates, poverty rates, and percentages of Latino teachers in selected geographic areas. Data indicate that nearly 12 percent of the nation's school children are Latino, while less than 4 percent of its teachers are Latino. Policy recommendations are presented from a forum of educational researchers, practitioners, and policymakers. Research findings are summarized concerning: the positive effects of Latino teachers on Latino student performance, access of Latinos to the teaching profession, types and effectiveness of recruitment and retention efforts, Latino teacher supply and demand, and Latino representation in the teaching force compared to student enrollments. The 18 recommendations which conclude the report call for breaking the cycle of educational failure for Latinos; investing in Latino teacher candidates and their success in higher education; policy barriers to producing Latino teachers; and career development for Latino paraprofessionals, teachers, and teacher educators. (JDD)

ED 366 564 SP 034 978

Traill, R. D.; And Others
Girls Playing Soccer: Resistance or Submission? A Case Study of Women's Soccer in the ACT. A Report to the National Sports Research Centre, Australian Sports Commission.
SPONS. AGENCY- Australian Sports Commission.
PUB DATE- Oct 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Influences; Interviews; *Participation; Peer Relationship; Secondary School Students; Self Concept; Sex Bias; *Soccer; Surveys; *Womens Athletics
IDENTIFIERS- *Australia

not permitting children to have recess and the presence of materials that were too difficult or abstract; (3) over half reported that overly structured classroom activities and reading a story in which children were not interested were inappropriate; (4) only 35 percent recognized the inappropriateness of discipline techniques which involved isolating children who were involved in minor misbehaviors; and (5) students exhibited difficulty in identifying children's cleaning up following a snack as an activity appropriate for young children. Faculty are urged to directly confront student misconceptions regarding current versus best practices. (Contains 21 references.) (JDD)

ED 366 583 SP 034 999

Golovin, Roselyn Ward
Creativity Enhancement as a Function of Classroom Structure: Cooperative Learning vs. the Traditional Classroom.
PUB DATE- Nov 93
NOTE- 47p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Cooperative Learning; *Creative Development; *Creativity; Elementary School Students; Grade 5; *Instructional Effectiveness; Intermediate Grades; Maintenance; Self Contained Classrooms; Teaching Methods

This study was designed to test the null hypothesis which states that there will be no significant difference in mean creativity scores on the verbal or figural subtests of the Torrance Tests of Creative Thinking among subjects with no creativity training, those with creativity training under traditional, and those with creativity training under cooperative learning structures, either immediately after training, 2 months after training, or on both occasions. Subjects were 159 fifth-grade students from 8 classrooms in a small city in Mississippi. Of the 159 students, 40 students were in a control group receiving no training, 60 were in the traditional group, and 59 were in the cooperative learning group. Creativity training lasting 50 minutes a day for 10 days was presented to the 2 treatment groups. The cooperative learning structure used was Student Team Achievement Divisions. The Torrance Tests of Creative Thinking were administered immediately after the training sessions and again after 60 days. It appeared that in the short run the traditional classroom is a more effective classroom structure with which to hold such a training workshop for children, but, in the long run, results become less clear. (Contains 35 references.) (JDD)

ED 366 584 SP 035 001

Hughes, H. Woodrow
From Fistfights to Gunfights: Preparing Teachers and Administrators To Cope with Violence in School.
PUB DATE- Feb 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- Placement Tests; Test Bibliographies; Test
Collection (Educational Testing Service)

The 46 diagnostic mathematics tests cited in this bibliography are instruments to aid in analyzing student's strengths and weakness in various mathematical areas so as to provide more effective instruction. Although all ages are represented, the tests are primarily designed for grade level 7 and above. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 603 TM 020 729

Metric System. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Dec 87
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Diagnostic Tests; Elementary Secondary Education; Learning Problems; *Mathematics Tests; *Metric System; Special Needs Students
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 27 tests included in this bibliography may be used for the assessment of knowledge of the metric system, metric vocabulary, and metric geometry. Many of the tests are diagnostic and several tests target special needs students with learning problems. Although the tests include all age groups, grades 4-8 are particularly heavily represented. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 604 TM 020 734

Library Skills. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Jan 90
NOTE- 24p.; Supersedes May, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Achievement Tests; Annotated Bibliographies; Attitude Measures; *Basic Skills; Cognitive Tests; Criterion Referenced Tests; *Diagnostic Tests; Elementary Secondary Education; *Library Skills; Occupational Tests
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 45 tests in this bibliography cover a wide span of age and grade levels. In addition to tests which assess various library relative ability goals in future research, because these two goals relate with other motivational constructs in very different ways. Support is also found for the notion that there are domain differences in motivation. Four tables and one figure present study findings. (Contains 32 references.) (SLD)

ED 366 623 TM 020 996

Thompson, Bruce; And Others
The Validity of Mental and Motor Scores from the New Bayley Scales of Infant Development-II: A Second-Order Factor Analysis.
PUB DATE- Jan 94
NOTE- 197p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Aptitude Tests; Behavior Patterns; *Child Development; Construct Validity; Difficulty Level; Factor Analysis; *Infants; Mental Age; Motor Development; Psychomotor Skills; Tables (Data); Test Items; Test Reliability; *Test Validity; *Young Children
IDENTIFIERS- *Bayley Scales of Infant Development; *Second Order Effects

The original "Bayley Scales of Infant Development" (BSID) (Bayley 1969) have been among the most popular measures of performance and aptitude of infants. In the present study the reliability and construct validity of mental and motor scores on the revised Bayley Scales of Infant Development-II (BSID-II) were investigated. A national sample of 100 children aged 2 to 42 months was used to provide data that were analyzed with second-order factor analysis. The distribution of first-order trace suggests that probably too few first-order factors have been extracted in previous research with the Bayley measures. The findings suggest that the BSID-II assesses multiple aspects of infant behavior. At the second-order level, the mental and motor scores might still emerge as discrete constructs. Results, however, are inconsistent, with discernible mental and motor dimensions in some age groups and not others. It seems that more than two second-order factors must be extracted to fully represent BSID-II score variance. Appendix A presents 16 tables of item difficulty and description data. Appendix B presents 48 tables of reliability analyses. The text contains 34 tables of analysis findings. (Contains 25 references.) (SLD)

ED 366 624 TM 020 999

Archbald, Doug A.
Authentic Assessment: What It Means and How It Can Help Schools.
PUB DATE- Dec 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; *Educational Assessment; Educational Background; Educational Innovation; Elementary Secondary Education; Incentives; Logical Thinking; Mastery Learning; Rote Learning; Scores; *Standardized Tests; Standards; *Student Evaluation; Test Interpretation; *Test Use
IDENTIFIERS- *Authentic Assessment; *Performance Based Evaluation

Recent years have seen a new and serious commitment to improving

November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; College Students; Correlation; *Education Majors; Elementary Secondary Education; Females; *Field Dependence Independence; Grades (Scholastic); Higher Education; Internship Programs; Males; Personality Measures; Prediction; Pretests Posttests; Scores; Sex Differences; Teacher Education; *Teacher Interns
IDENTIFIERS- Embedded Figures Test

The purpose of this investigation was to examine the cognitive styles of 144 education majors over a 2-to-3-year period culminating in the internship experience. The hypothesis was that scores on the Group Embedded Figures Test (GEFT) following the internship would be more field-independent, and the intent was to document the influence of university coursework and internship experience on cognitive style. The 131 female and 13 male students were tested in their freshman years and after their internships. Initial and post-field-dependent and field-independent scores, course grades from six courses, and gender were determined for all subjects. Results indicate that subjects who were field-dependent, as identified through scores on the GEFT during their first education course, tend to become more field-independent by the end of their internship experiences. Initial scores appear to be good predictors of posttest scores. Males tend to be more field-independent than females, although females perform better academically across curricula. Grades in all courses indicate that students scoring in the middle category on the GEFT are more likely to make "C" and above than students falling in the high and low GEFT categories. Twelve tables and one figure present study findings. (Contains 17 references.) (SLD)

ED 366 642 TM 021 049

Westers, Paul
The Solution-Error Response-Error Model: A Method for the Examination of Test Item Bias.
PUB DATE- Dec 93
NOTE- 134p.; Doctoral Dissertation, Twente University, The Netherlands.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Ability; *Estimation (Mathematics); Ethnic Groups; Foreign Countries; Item Analysis; *Item Bias; Item Response Theory; Minority Groups; Models; Racial Differences; Sex Differences; Simulation; *Test Items; Test Use; Test Validity
IDENTIFIERS- Polytomous Items; Pseudo Likelihood Theory; *Rasch Model; *Solution Error Response Error Model

The subject of this dissertation is the examination of differential item functioning (DIF) through the use of loglinear Rasch models with latent classes. DIF refers to the probability that a correct response among equally able test takers is different for various racial, ethnic, and gender groups. Because usual methods of detecting DIF give little information about the reason an item is biased, use of the solution-error response-error (SERE) model of H. Kelderman is proposed. It is demonstrated that the SERE model can show whether DIF is caused by the difficulty of the item, the attractiveness of its alternatives, or both. The large amount of computer memory space required makes this method impractical

Entrants Survey; Survey of Doctorate Recipients; Survey of Earned Doctorates; Survey of Experienced Scientists and Engineers

The suggestions offered in this paper are based on the experiences of two scientific researchers of how evaluations undertaken in a competitive arena, in which true experimental designs are not viable, can be designed in such a way that meaningful comparative data can be examined. Case studies of the Science and Engineering Research Semester and the Laboratory Graduate Research Participation programs at the Oak Ridge Institute for Science and Education illustrate how one can make use of existing comparison groups when the establishment of control groups for each cohort in an educational study is not economically feasible. Data from national surveys are used for comparative purposes. These surveys include: (1) the Survey of Earned Doctorates of the National Science Foundation (NSF); (2) the Survey of Doctorate Recipients, another NSF survey; (3) the NSF New Entrants Survey; (4) the Survey of Experienced Scientists and Engineers, also an NSF component survey; and (5) the National Survey of College Graduates. Items from these surveys that are clearly relevant are selected for comparisons. In conclusion it is remarked that this approach is not a panacea, and requires thorough understanding and careful evaluation of the national survey, but it can be a useful and cost-effective alternative to traditional control-group designs. Ten figures illustrate survey use. (Contains nine references.) (SLD)

ED 366 662 UD 028 924

Mainstreaming the Urban Poor. Enabling Non-Public Schools To Survive in Inner-City Neighborhoods.
SPONS. AGENCY- Lloyd A. Fry Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economically Disadvantaged; Economic Factors; Educational Finance; Elementary Education; Elementary Schools; Fund Raising; Guidelines; *Inner City; Minority Group Children; Parent Participation; Poverty; *Private Schools; *School Role; State Aid; *Urban Schools
IDENTIFIERS- Illinois (Chicago); *Mainstreaming the Disadvantaged

This publication considers the role of urban, non-public elementary schools, particularly in Chicago (Illinois), in breaking the cycle of inner city poverty and also offers information and guidance on how to support and strengthen such schools. Following an introduction, the first section details the proliferation of such small, non-public schools serving the inner-city poor and their vulnerability to financial and other pressures. The next section discusses nine indicators of school viability including such things as distinctive mission, alert and effective principals, and flexibility for the changing needs of the community. A third section considers the cultivation of other private resources including information from studies on this topic and details of organizations and foundations that support non-public schools. Another section looks at aid available from federal and state sources, noting that funds are sporadic and difficult to obtain. A final section suggests issues for the future. Appendixes contain information on resources from the Illinois State Board of Education and a reproduction of an article, "How To Get Money, Services for Your School" (Susan Klonsky). (Contains 78

ED 366 681 UD 029 701

Gochenour, Theodore, Ed.
Beyond Experience: The Experiential Approach to Cross-Cultural Education. Second Edition.
PUB DATE- 93
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; *Cultural Education; Cultural Pluralism; *Educational Methods; English (Second Language); Essays; Ethnicity; *Experiential Learning; Intercultural Communication; Language Acquisition; Noncategorical Education; Program Descriptions; Program Evaluation

This book provides a collection of essays on the practical applications of experiential cross-cultural education, as well as specific exercises, simulations, and other activities. Its intent is to provide a guide in assessing the educational impact of this type of experience. The essays are divided among three parts: Ideas; Activities; and Assessment. Following a preface by the editor and two short introductory essays, "The Green Banana," by Donald Batchelder and "Beyond Experience: The Experiential Approach to Cross-Cultural Education," by Anne Janeway. Part 1 contains the following chapters: "Seven Concepts in Cross-Cultural interaction: A Training Design" (Theodore Gochenour and Anne Janeway); "Educational Values of Experiential Education" (John A. Wallace); "Is Experiential Learning Something Fundamentally Different?" (Theodore Gochenour); "The Inner Side of Experiential Learning" (Gordon Murray); and "Focus on Process: An Examination of the Learning and Teaching of Intercultural Communicative Competence" (Alvino E. Fantini). The chapters in part 2 are: "Preparation for Cross-Cultural Experience" (Donald Batchelder); "A Short Guide to Designing and Conducting an Experiential Exercise" (Claude Pepin); "Language and Intercultural Orientation: A Process Approach" (Alvino E. Fantini and William P. Dant); "Cultural Orientation in the English as a Second Language Classroom" (Janet Gaston); "Using Critical Incidents" (Donald Batchelder); "Cultural Adjustment, Power, and Personal Ethics: Three Critical Incidents" (Karen Blanchard); "The Drop-Off" and "Martian Anthropology Exercise" (Donald Batchelder); "Tisuro: Creating Felt Needs" (David Hopkins); and "Examining Cultural Identity" (Lise Sparrow). Chapters in part 3 are: "Assessing Experiential Learning Overseas" (Bruce Wyatt); and Sample Formats from Experiment Programs. The chapter consists of the following short sections: Evaluation (Carol Jaenson), Responsibilities (Ronald Richardson and Jana Glenn-Carter), Your Objectives, Guidelines, and Assessment--YOGA (Alvino E. Fantini), and What Is Being Learned on an Experiment Program? (World Learning, Inc.). (GLR)

ED 366 682 UD 029 702

Meier, Kenneth J.; Stewart, Joseph, Jr.
The Politics of Hispanic Education. Un Paso pa'lante y dos pa'tras.
PUB DATE- 91
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Access to Education; Educational Attainment;

free of racial prejudice and privilege. It briefly describes the program's working themes: (1) giving a voice to people who have traditionally been silent in the shaping of classroom practices; (2) developing pride in children and families concerning their heritage; (3) helping participants in the SDS to learn to work together; and (4) creating partnerships that bring together school staff, parents, community organization staff and board members, and SDS personnel to make collaborative decisions regarding activities, budgets, evaluation, and staffing. The report examines each area of SDS's goals and focuses including the school environment, the professional effectiveness of the school staff in teaching students of color, the use of schools and community organizations in developing lasting partnerships to support effective school environments for students of color, and the involvement of families of color in shaping their children's schools. (GLR)

ED 366 701 UD 029 725

Olivares, Rafael A.; Rosenthal, Nancy
Gender Equity and Classroom Experiences: A Review of Research.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Class Activities; *Educational Environment; Educational Practices; Elementary Secondary Education; Equal Education; Instructional Materials; Interpersonal Relationship; Literature Reviews; Research; *Role Perception; *Sex Bias; *Sex Stereotypes; Social Bias; Student Reaction; *Teacher Student Relationship

This report reviews research that demonstrates how gender inequity is not only learned and accepted in the socialization process that starts at home, but is also present in the school environment from the very early years, consciously or unconsciously, reinforcing sex stereotypes. Findings are examined in three areas: (1) interactions in the classroom that are both teacher-to-student and student-to-student; (2) instruction-related features involving relations between classroom activities and the gender of the students assigned to perform those activities; and (3) the perceptions of gender roles through teachers' modeling of sex stereotypes in the classroom and through teachers' and adults' perceptions of children's gender. Analyzing the findings of the use that students make of stereotyped gender cues reveals how students distinguish themselves from the other gender, how they see the role of the opposite gender, and how the students' overall perceptions of sex roles affect social interactions and individual performance. The review also reveals that fundamental elements of the school environment still develop and reinforce inequity: teachers are unaware of their gender bias; there is a lack of school textbooks and other instructional materials that are sex-bias free; and children interact according to strongly stereotyped gender schemes. The report concludes by stating that nonsexist curricula have been shown to make a difference in children's gender equity values. (Contains 57 references.) (GLR)

ED 366 702 UD 029 731

Comer, James P.; Poussaint, Alvin F.

between 1987 and the 1991 school year, and that the enrollment of students of color has increased 31 percent. However, the report shows lower participation and achievement by students of color and women as they move to higher levels in the education system. Without adequately prepared high school graduates from the groups addressed, there will be fewer undergraduates to receive bachelors' degrees, and consequently, advanced degrees. Appendices provide statistical data from the study. (GLR)

ED 366 265 HE 027 107

Role of Higher Education in Promoting Education for All.
PUB DATE- 92
NOTE- 85p.; Summary of the Regional Conference (Bangkok, Thailand, December 10-14, 1990).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Agency Cooperation; Curriculum Development; Developing Nations; Distance Education; Educational Demand; Educational Improvement; *Educational Planning; *Educational Quality; Foreign Countries; *Higher Education; Instructional Materials; International Cooperation; Long Range Planning; Open Universities; *Relevance (Education)
IDENTIFIERS- *Asia Pacific Programme of Education for All

This summary of a conference examines the role of higher education in promoting education for all as discussed among representatives from Bangladesh, People's Republic of China, India, Indonesia, Pakistan, Philippines, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka, and Thailand. Participants emphasized the importance of institutional, sectoral, and regional cooperation in achieving goals of education for all and development in general. Participants also stressed that literacy and development were closely linked and that higher education had a significant role to play in helping to identify the changing needs of basic education. The ultimate contribution, argued by one participant, which higher education can make to education for all and to development is the production and application of intellectual innovations, knowledge, and ideas. Specific recommendations on higher education's role in promoting education for all include improved teacher training, curriculum content evaluation, the development of learning packages and management manuals, use of awareness-raising activities, and the employment of the open university model to increase access and alternative modes of delivery. Appendices include the conference agenda and a list of the participants. (GLR)

ED 366 266 HE 027 108

Alabama Academic Program Inventory. Volumes I through III.
PUB DATE- 93
NOTE- 440p.; Volume I: "Public Colleges and Universities"; Volume II: "Private Colleges and Universities"; Volume III: "Public Two-Year Institutions".
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *College Programs; *Community Colleges; Courses; Degrees (Academic); Educational Certificates; Higher Education; *Intellectual Disciplines; Public Colleges; State Colleges; Technical Institutes; *Two Year Colleges; Vocational Schools

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Administration; College Curriculum; *College Faculty; College Instruction; Educational Quality; *Faculty Promotion; Higher Education; *Personnel Selection; *Productivity; *Professional Development; Public Colleges; Strategic Planning; Teacher Improvement; Teacher Salaries
IDENTIFIERS- *Illinois

In 1991, the Illinois Board of Higher Education, working with Illinois colleges and universities, began an initiative to improve productivity, enhance quality, and refine priorities for higher education in Illinois. This initiative, commonly known as PQP, has focused to date on instructional research, public service, and administrative programs and activities. This report presents an overview and analysis of faculty activities and responsibilities. It summarizes information from a variety of studies and national and state reports that is intended to help institutions refine their priorities related to faculty roles and responsibilities. Specific topics discuss faculty responsibility and faculty characteristics at Illinois public institutions and studies concerning faculty workload. The report examines faculty and PQP in terms of improving productivity and quality, the impact of the curriculum and instructional methodologies, establishing priorities, hiring of faculty, and faculty promotion and compensation. The report concludes that productivity and quality improvements can be realized by modifying the policies and practices that govern the hiring, promotion, and compensation of faculty. Tables provide data for 1982, 1987, and 1992 Illinois public university faculty by tenure status, by rank, by full-time or part-time status, by racial/ethnic and gender characteristics, by institution, by estimated median undergraduate instructional hours, and by difficulty of receiving tenure. Appendices include a policy statement on faculty excellence in teaching and a 23-item bibliography. (GLR)

ED 366 286 HE 027 148

Research and Public Service at Illinois Public Universities.
PUB DATE- 2 Mar 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; College Instruction; Comparative Analysis; Doctoral Programs; *Expenditures; Higher Education; *Public Service; *Research; *Resource Allocation; *State Colleges; *State Universities
IDENTIFIERS- *Illinois

Over the past decade, public universities' expenditures for research and public service activities have increased faster than overall expenditures. This report presents information on direct expenditures for instruction, research, and public service at Illinois public universities during fiscal year 1992 and compares these findings to measures of related activities as suggested by the productivity guidelines issued in 1992. Data tables present the following: (1) fiscal year 1992 expenditures for instruction, departmental and organized research, and public service by each public university campus; (2) expenditures in each of these three categories as a percent of total state funded expenditures; (3) amounts spent on research by institution; (4) public university expenditures for

Utah State University undertaken in this manner, one evaluating an approach to teaching French or Spanish at the elementary level and one evaluating college-level instructional materials for a distance learning course in French, are described. How this evaluation approach relates to the philosophy of John Dewey is explored, and the operation of the concepts of experiential learning is discussed. (Contains 12 references.) (SLD)

ED 366 306 IR 016 502

Vitale, Michael R.; Romance, Nancy
Developing Applications of Artificial Intelligence Technology To Provide Consultative Support in the Use of Research Methodology by Practitioners.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Artificial Intelligence; *Computer Software Development; *Consultation Programs; Educational Technology; *Expert Systems; Knowledge Level; *Researchers; *Research Methodology; Research Utilization

Adopting perspectives based on applications of artificial intelligence proven in industry, this paper discusses methodological strategies and issues that underlie the development of such software environments. The general concept of an expert system is discussed in the context of its relevance to the problem of increasing the accessibility of expert assistance to research practitioners. Important methodological issues and development strategies that underlie the construction of such systems are discussed. Some illustrative examples addressing the question of representation of research expertise (versus textbook-based information) are presented. Finally, implications and priorities for the longitudinal development of practitioner-supporting expert systems for the representation of the research knowledge-base and the design of knowledge-based instructional environments for improving graduate training in research are noted. Nine figures illustrate the discussion. (Contains 25 references.) (SLD)

ED 366 307 IR 016 503

Hedberg, John G., Ed.; Steele, James, Ed.
Educational Technology for the Clever Country. Selected Papers from the Conference of the Australian Society for Educational Technology (Adelaide, South Australia, Australia, October 1-3, 1992).
PUB DATE- 92
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Computer Assisted Instruction; Courseware; Desktop Publishing; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; Instructional Design; *Multimedia Instruction; Open Education; Professional Associations; Telecommunications; Training Methods
IDENTIFIERS- Australia; Multimedia Materials; Video

technology developed by the South African Human Sciences Research Council (HSRC). It is divided into five sections: (1) "Introduction" (Andries R. van den Berg); (2) "Technology for Education and Training" (A. Cecilia Bouwer); (3) "Technology for Managing Human Resources" (Terry R. Taylor); (4) "Human Sciences Technology in Managing Problems Arising from Social Issues" (Arie G. Oberholster); and (5) "Future Perspectives" (Roelf J. Prinsloo). The aim of the book is to indicate social and organizational needs that could be addressed through human sciences technology. This publication serves three functions: to create a greater awareness of the fact that the human sciences need not be restricted to describing and explaining what is going on in society; to stimulate students in the human sciences with a listing of a wide array of technology; and to promote cooperation with other professionals and stakeholders in utilizing the potential of the human sciences to improve the quality of life of all South Africans. References are included with each section. (TMK)

ED 366 327   IR 016 534

Task Force on Distance Education and Technology: Final Report.
PUB DATE- Oct 93
NOTE- 41p.
LANGUAGE- French; English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Education; Community Role; *Distance Education; *Educational Change; Educational Quality; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Lifelong Learning; Partnerships in Education; Technological Advancement; Telecommunications
IDENTIFIERS- Manitoba; Task Force Approach

The Task Force on Distance Education and Technology was established in 1992 by the Manitoba Minister of Education and Training. Its mandate was to define the role of distance education programs and the types of technologies to be employed from kindergarten to postsecondary levels. Guiding considerations for the task force included the incorporation of technology into the educational system; the importance of a partnership approach; the importance of meeting the learning needs of all Manitobans; the need for a focus on community; the recognition of continued education reform; a commitment to high quality programs; the need to build upon successful ventures in distance education and technology; the recognition of the intrinsic qualities of technology; the implications of rapidly developing technologies; the significance of changes occurring in telecommunications infrastructure and policies; and the effect of government selection and purchasing of telecommunication services. This report presents recommendations for the following three rationales: (1) education must become client-centered for effective, community-based, lifelong learning to occur; (2) the community-based lifelong learning model requires that program selection, student support, and administrative control of distance education be local; and (3) the greatest necessity for the success of distance education and technology is the assembly of needed resources. Implementation strategies are also described. (TMK)

ED 366 328   IR 016 535

White, Dorothy J., Ed.
All Aboard for Summer Fun! Departing 1993: Louisiana Summer Reading Program 1993 Manual.
PUB DATE- 93
NOTE- 398p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Libraries; Elementary Education; Library Associations; Library Role; *Library Services; Publicity; *Public Libraries; Puppetry; Rail Transportation; *Reading Programs; State Libraries; Story Reading; Story Telling; *Summer Programs; Vacation Programs
IDENTIFIERS- Louisiana; Story Boards

This manual for the 1993 Louisiana Summer Reading Program has ideas for libraries to get the summer program started. The theme is trains, and all of the ideas have something to do with this theme. The following topics are covered: (1) evaluation; (2) promotion, publicity, and programs; (3) calendar; (4) decorating the library; (5) storytime planners; (6) action stories; (7) coloring pages and handouts; (8) costumes; (9) crafts; (10) fingerplays; (11) flannelboards; (12) games, riddles, and puzzles; (13) poems; (14) puppets and puppet plays; (15) songs; (16) audiovisual materials; and (17) a resource list. (Contains 129 references.) (JLB)

ED 366 348 IR 054 829

Songster-Burnett, Jennifer, Comp.
CIDS Bibliography. Research Papers Prepared by Members of the Archivist Career Training Program, National Archives and Records Administration.
PUB DATE- Sep 93
NOTE- 38p.; Supersedes ALIC Bibliography No. 3 of October 1991 (ED 342 407).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Archives; *Government Libraries; Library Automation; *Library Collections; Preservation; Records Management; Reference Services
IDENTIFIERS- *National Archives and Records Administration

This CIDS bibliography lists 239 research papers prepared by members of the Archivist Career Training Program from 1979-1993. Individual papers are listed alphabetically by author within the year in which they were produced. Topics covered include access to records; archival administration, theory, and training; automation; classified materials; electronic records; freedom of information; military records; National Archives and Records Administration (NARA); photographs; preservation; presidential libraries; records management; and reference services. In addition to author and title, each entry includes the publication date, regional division of the National Archives (if appropriate), and the number of pages. Author, title, and subject indexes are included. (JLB)

ED 366 349 IR 054 830

Quirk, Georgia, Ed.
ILA/ACRL Organization Manual.

Educational Policy; *Facility Planning; Needs Assessment; Participative Decision Making; *School Construction; *Shared Facilities; *Site Selection; Two Year Colleges

In keeping with the State of Washington capital budget allocations for 1991-1993, and with provisions of the 1993-95 state budget proposal, the state Higher Education Coordinating Board (HECB) undertook a study to determine a preferred organizational model for the construction of a new community college to serve the north King and south Snohomish Counties area. The three-part study utilized an independent consultant to provide an impartial assessment of postsecondary education needs in the study area; established a project coordination team (PCT), consisting of representatives of the University of Washington (UW), the State Board for Community and Technical Colleges, Shoreline Community College, and the HECB Office of Financial Management; and solicited public comment through two public meetings concerning the consultant's findings and recommendations. Based on an examination of enrollment needs, the assessment of community attitudes, and a comparative evaluation of alternative models, the following conclusions and recommendations emerged: (1) the co-location of the new college with a planned upper division/graduate branch of UW was the preferred organizational structure; and (2) among three proposed sites examined, the Truly Farm property is the only viable option for the location of the dual campus. A review of the legislative background to the proposed new community college, a discussion of three proposed sites, a list of consultant recommendations, and the PCT and public hearing comments are included. (PAA)

ED 366 368 JC 940 081

LaPaglia, Nancy
Storytellers: The Image of the Two-Year College in American Fiction and in Women's Journals.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Characterization; *College Faculty; Community Colleges; Doctoral Dissertations; Family Attitudes; *Females; *Fiction; *Journal Writing; Nontraditional Students; Reentry Students; Self Expression; Student Attitudes; Student Journals; Student Problems; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Image

Finding that community colleges and their female students are rarely and disparagingly depicted in fiction motivated this study of the image of community colleges in literature, movies, and television. The study also sought to compare this image with that emerging from the journal entries of 23 women community college students and 14 faculty members from 5 colleges in Illinois, Oregon, and New York. Following an introduction describing the author's efforts to balance a working-class background with an academic work environment, chapter 1 presents an overview of the dissonant images of community colleges in fiction and in the personal narratives of community college students and faculty. The design of the study is explained, along with the significance of the findings for adult education. Chapter 2 offers illustrations of how the terms "community college" and "junior college" have become shorthand in fiction for a long inventory of pejorative, demeaning adjectives. Chapter 3 reviews the characteristics of

Title 5 of the California Education Code. The CCC currently enroll an average of 93,000 students annually in distance education courses, accounting for 7% of their total enrollment, and expanding distance education efforts would increase access and reduce strain on facilities. To give colleges the option of expanding their efforts, the Office of the Chancellor of the CCC developed revisions to the Title 5 regulations to make nontransferrable general education courses, occupational education, precollegiate basic skills, English as a Second Language, worksite instruction, and noncredit adult education eligible for apportionment. While proposed revisions to regulations will eliminate the barriers to expanding distance education, colleges will still require funding for start-up costs, including equipment purchase and maintenance, licensing fees, staff and faculty training, as well as funds to support additional student-faculty contact when required. In looking to implement these changes, however, the CCC is concerned about maintaining the integrity and transferability of the existing courses. The revisions to the regulations on distance education, findings from a 1992 survey of distance education practices nationwide, 82 references, and a glossary are appended. Contains 82 references. (MAB)

ED 366 386   JC 940 106

Walters, Judy E.
AB 1725 Accountability: Work in Progress. A Report.
PUB DATE- 10 Mar 94
NOTE- 46p.; Prepared as Agenda Item Number 12 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; *College Administration; *College Governing Councils; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Legislation; *Institutional Research; Program Effectiveness; School Effectiveness; Self Evaluation (Groups); Strategic Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- Assembly Bill 1725 (California 1989); *California Community Colleges; Student Satisfaction

California Assembly Bill 1725 requires the development and implementation of a comprehensive community college educational and fiscal accountability system. In response to the bill, the Chancellor's Office (CO) of the California Community Colleges is moving away from its traditional functions of compliance and regulatory activity toward establishing an accountability structure based on student outcomes and district results rather than input measures. An accountability program has been developed which centrally collects information on college outcomes related to student access, student success, student satisfaction, staff composition, and fiscal condition, but also recognizes the importance of locally designed and managed accountability efforts. Obstacles have been identified to implementing the accountability program, including the variance in local management information system capabilities, uneven local research competence, local skepticism, and a patchwork of existing burdensome statewide reporting requirements. The CO's proposal for overcoming these obstacles includes the following five components: (1) the annual publication of a statewide accountability indicators report; (2) annual in-depth studies

*Educational Legislation; Educational Technology; Elementary Secondary Education; Higher Education; *Job Training; *School Business Relationship; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Prepared by the California Business Roundtable to help mobilize public and practice action in California, this report offers a vision for a comprehensive education and training system suited to the 21st century and proposes goals and strategies for its implementation. The report provides a framework for viewing K-12 education, community colleges, the University of California, the California State University, other postsecondary institutions, and job training programs as part of a single system that should be closely linked to employment. The first section of the report outlines the educational and economic problems currently facing California, including the lack of a coordinated education and training system, the failure of reform to keep pace with the need for change, and the insufficient involvement of education in economic restructuring. The next section presents a vision of a seamless system of lifelong education and training that offers every Californian the opportunity to learn basic skills and habits of mind that are the foundation for successful careers and full participation in our society. Next, three goals and related strategies are set forth: (1) create a coherent education and training system by establishing an education and economic development council, a legislative master plan, an infrastructure of certificates and degrees, organized adult basic education, and a system of one-stop services; (2) upgrade education and training to world-class standards by setting standards, shifting to performance-based accountability, accelerating K-12 reform, innovating at community colleges, and integrating technology for learning; and (3) mobilize higher education and generate resources to support a business shift to high skills and high wages. The final section offers a summary of goals, strategies, and policy options. (AC)

ED 366 404   JC 940 128

Fiscal Data Abstract, 1992-93. California Community Colleges.
PUB DATE- Feb 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; Educational Equity (Finance); *Educational Finance; *Enrollment; *Expenditures; Financial Needs; Financial Support; Fiscal Capacity; *Income; Operating Expenses; Resource Allocation; School District Spending; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

Using information received from California's community college districts, this report provides 1992-93 fiscal information and attendance records by district. Introductory comments indicate that there were 926,854 full-time equivalent students (FTES) in the colleges in 1992-93, compared to 952,654 the previous year; and that expenditures per FTES were $3,216 not including capital outlay expenditures. Part I presents FTES data by district for credit, noncredit, and apprenticeship programs for fiscal year (FY) 1992-93. Part II offers summaries of first recalculation and second principal apportionments and credit base revenue per FTES. Summaries of general fund transactions for FY 1992-93 are reported in part III, while part IV provides parent and staff surveys at a rural elementary school. The survey of parents (n=261) indicated parents' need and desire for education and training in helping their children at home. The goal of the project was to implement an outreach program to help these parents become more effectively involved in the education of their children. A priority of the project was to change parental perceptions: parents must abandon the idea that the school, teachers, and other experts are responsible for the education of their children and embrace the idea that parents themselves are the first and most important teachers of their children. Through a series of evening educational opportunities, training sessions, service fairs, and the establishment of a parent resource center, parental attitudes began to change, as indicated by their increased willingness to attend parenting events at the school. (Seven appendices contain copies of parent and staff survey questionnaires, summaries of survey responses, evaluation of parent activities, and a parent resource center "wish list" of desired books and resources.) (MDM)

ED 366 424   PS 021 934

Davies, Don; And Others
Fitting Policy to Family Needs: Delivering Comprehensive Services through Collaboration and Family Empowerment. Report No. 21.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Programs; Cooperative Programs; Elementary Secondary Education; *Family Involvement; *Family Programs; Federal Programs; *Federal State Relationship; Homeless People; Migrant Programs; *Partnerships in Education; Public Policy; State Programs
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Even Start; *Integrated Services; *Parent Empowerment; Program Characteristics; Project Head Start

The mission of the Center of Families, Communities, Schools & Children's Learning is to conduct research, evaluation, and policy analyses aimed at increasing knowledge about how families, schools, and communities influence student motivation, learning, and development, as well as how to strengthen the connections between these three major social institutions. This report examines federal and state efforts to deliver comprehensive family services through interagency cooperation and family empowerment policies. An introductory section defines comprehensiveness, collaboration, and empowerment, provides a typology of family and community involvement activities, and describes the Center's focus on reviewing policies in four promising areas: Service Integration; Easing Transitions from Early Childhood To School; Parent Involvement in Education; and Migrant and Homeless Families. These are the subjects of the four main sections of the report. They examine: (1) service integration initiatives involving families in collaboration and empowerment, using programs in Florida as examples; (2) selected federal and state efforts to support the transition from preschool to kindergarten through collaboration and empowerment, citing initiatives such as Head Start and New Jersey's GoodStarts; (3) empowering families through comprehensive parent involvement percent of the time in positioning English letters, suggesting the influence of the Roman alphabet in China, while, more surprisingly, the American students were accurate 34 percent of the time in positioning Chinese characters. The latter result may be due to the small size of the sample or to the fact that there is an internal logic to the correct orientation of Chinese characters apparent even to American preschoolers with no exposure to the language. (MDM)

ED 366 444 PS 022 050

Nomishan, Daniel A.; Suskind, Diane
The Effectiveness of Child-Centered (Piggybacking) Approach to Early Childhood Teacher Education.
PUB DATE- 3 Nov 93
NOTE- 11p.; Paper presented at the Annual Conference of the National Association of Early Childhood Teacher Educators (Anaheim, CA, November 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Early Childhood Education; *Education Majors; *Preservice Teacher Education; Program Effectiveness; *Student Centered Curriculum; *Teacher Attitudes; Teacher Education Curriculum
IDENTIFIERS- Fitchburg State College MA

A total of 58 preservice teachers enrolled in an elementary childhood program at Fitchburg State College in Massachusetts were surveyed before and after taking a special math, science, and social studies course called Piggybacking. This course emphasizes child-centered and cooperative learning by allowing elementary school students to choose individual preservice teachers to work with on a one-to-one basis for an entire semester. The elementary school students learn math, science, and social studies concepts, and the preservice teachers learn by observing how children think and learn. Before enrolling in the course, the preservice teachers indicated high levels of concern about innovative methods such as child-centered and cooperative learning. After the course, however, levels of concern dropped by an average of 20 percent. (MDM)

ED 366 445 PS 022 053

Mulley, Barbara W.; And Others
Career Development Survey.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Community Surveys; *Compensation (Remuneration); *Day Care; *Day Care Centers; Early Childhood Education; *Educational Attainment; *Labor Turnover; Occupational Surveys; Professional Development
IDENTIFIERS- *Missouri (Saint Louis)

Based on a 1992 survey of 146 child care centers, this report documents the current wages and turnover rates for early child care staff in the St. Louis metropolitan area. The survey was designed to collect descriptive information about the population of individuals working in child care and early education and to provide baseline data to assess professional preparation, career development, retention, and salaries. The

Broman, Ingegerd Tallberg
When Work Was Its Own Reward: A Swedish Study from the Perspective of Women's History, of the Kindergarten Teacher as Public Educator. Reprints and Miniprints from Department of Educational and Psychological Research. No. 792. Summary of a Doctoral Thesis, Malmo School of Education, University of Lund, 1991.
PUB DATE- Oct 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Child Rearing; Early Childhood Education; *Educational History; European History; Foreign Countries; *Kindergarten; *Preschool Teachers; *Sex Role; Teacher Education; *Teacher Role; *Women Faculty; Womens Studies; Working Class
IDENTIFIERS- *Sweden

This report summarizes a doctoral thesis defended and published in Swedish in 1991 at the Malmo School of Education, University of Lund. The thesis examined the preconditions necessary for the development of a new profession in Sweden for the education and care of young children in the 19th century. These preconditions led to the creation, in the early 20th century, of kindergartens for working-class Swedish families. The study focused on the period 1904-1944, from the origin of the first privately-funded kindergarten for the working-class, until the beginning of state provision of kindergarten education. The work and lives of Ellen and Maria Moberg, who founded the first kindergarten, and a training school for kindergarten teachers known as the Froebel Institute, are also chronicled. The thesis concludes that kindergarten teaching developed as a female profession due to its association with child rearing and home life. The kindergarten could also be seen as a well-arranged home for children or, by its critics, as a provocation to the sovereignty of the family. To reform-minded liberals in the early 20th century, kindergarten was viewed as an instrument for changing and improving home life and child-rearing practices among the working class. (MDM)

ED 366 467 PS 022 170

Schirner, Pamela; Griggs, Harry
Franklin County, Ohio Deceased Child Review System. Working To Eliminate Preventable Child Deaths. 1992 Annual Report.
PUB DATE- May 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Blacks; *Child Abuse; *Child Neglect; Coordination; *County Programs; *Infant Mortality; *Investigations; *Mortality Rate; Premature Infants; Racial Differences; Rural Urban Differences; Statistical Data
IDENTIFIERS- *Ohio (Franklin County); Sudden Infant Death Syndrome

In 1988, Franklin County (Ohio) Children Services (FCCS) initiated the development of a bi-level, community-based, multidisciplinary process to review all deaths of children in its open caseload, as well as child deaths in families with which FCCS had contact in the previous 12 months. This report examines the work of the Deceased Child Review Team during 1992, when 207 child deaths were investigated, 58 of which were of children with prior or continuing contact with FCCS. The

Parent School Relationship; Parent Student Relationship; Rural Schools; *Student Behavior
IDENTIFIERS- Middle School Students

This practicum used parent partnerships to increase parent involvement, student attendance, and appropriate school behavior at an alternative middle school for 100 at-risk students located in an impoverished rural area. The goals of the project were to: (1) increase parent involvement in the day-to-day activities of the school; (2) provide parenting classes at the school; (3) decrease discipline problems and office referrals of the students; and (4) increase student attendance. At enrollment, parents signed an agreement to volunteer their time and talents to the school. Documentation of parent visits through sign-in sheets showed that parent involvement increased from 285 visits to 472 during the practicum implementation period. Attendance records from parenting classes revealed an average of 59 percent of parents attended the sessions. The number of discipline referrals for a 6-month period decreased from 208 the previous year to 106, and suspensions decreased from 82 to 59. There was a 62 percent decrease in absences during the practicum implementation. Additional components of the practicum included a parent support group, a student support group, a peer leader training program, and a designated parent room in the school. Twenty-one appendices contain parent materials, evaluation forms, and supporting documents. (KS)

ED 366 486 RC 019 481

Precollege Program for Native American Students in Environmental Studies, June 13, 1993 - July 1, 1993. Final Report.
PUB DATE- 93
NOTE- 19p.; Graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; American Indian Culture; *American Indian Education; Cultural Education; Ecology; *Environmental Education; Program Evaluation; Secondary Education; *Student Attitudes; Summer Programs
IDENTIFIERS- Native Americans

Staff and graduate students from the University of Wisconsin conducted a 3-week workshop in environmental studies at Lac Courte Oreilles Community College for adolescent Native American students. Eleven girls and nine boys, aged 12-17, from six tribes enrolled in the program. Nineteen completed all 3 weeks. The curriculum covered such topics as bog ecology, ecosystems, rainforests, traditional plant uses, taxonomy, aquatic biology, dams and human values, land use policy (including tribal government decision-making simulation), lake sampling, Native American sacred sites, endangered species, and restoration ecology. Community college personnel and tribal members gave talks on Ojibwe traditions and stories, the ethical and spiritual dimensions of experimenting on the natural world, the history and cultural importance of a sacred place, wild foods, and tribal government. Student evaluations of the workshop and parent comments were very positive. Students gave the highest ratings to activities involving Native American culture or people. Staff noted some discipline problems. Recommendations for repeating the workshop include establishing an advisory council, increasing housing accommodations, and changing the application process so as to screen for maturity and academic interest. Appendices contain the curriculum calendar and student evaluation form. (SV)

NOTE- 18p.; Paper presented the Annual Conference of the National Middle School Association (20th, Portland, OR, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Constructivism (Learning); *Critical Thinking; Educational Change; Educational Principles; Elementary Secondary Education; *Mathematics Education; Science Education; Scientific Attitudes; Standards; *Student Evaluation
IDENTIFIERS- Authentic Assessment; Science For All Programs

Many of those working to improve science and mathematics education have a vision where all students are successful and the celebration of success constantly presents the challenge to push the edge of the vision outward. The National Council of the Teachers of Mathematics established standards that some science educators are attempting to emulate. The vision of science and mathematics education represented in the standards is built on the themes of: (1) scientific and mathematical "habits of mind", (2) a constructivist approach to teaching and learning, (3) instructionally embedded assessments, and (4) science and mathematics for all. This paper discusses these themes and their implications for classrooms. (PR)

ED 366 505 SE 054 129

Biologie 200. French Immersion Program and Franco-Manitoban Schools. Manitoba Science Assessment 1992. Final Report = Biologie 200. Programme d'immersion francaise et ecoles franco-manitobaines. Evaluation en sciences Manitoba 1992. Rapport final.
PUB DATE- Jul 93
NOTE- 89p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Course Evaluation; Foreign Countries; French; French Canadians; High Schools; Science Education; *Science Tests; Scientific Concepts; *Secondary School Science; Student Evaluation
IDENTIFIERS- Manitoba

This report describes the June 1992 assessment of the Biologie 200 curriculum in schools in Manitoba, Canada. It contains a description and analysis of the test results and the teacher survey. The report also includes recommendations on ways to improve the Biologie 200 curriculum and how it is taught in the French Immersion program and Franco-Manitoban schools. The test consisted of the core topics: Cell, Biochemistry, Digestion, Transportation, Respiratory System, Excretory System, Nervous System, Reproduction and Development, and Support and Movement. The mean performance of students by subtests ranges from 28.3% (Support and Movement) to 61.6% (Cell). This indicates some weakness in the implementation of the curriculum. Topics in which students performed better were: Cell (61.7%), Digestion (57.9%), Respiratory System (56.1%), and Excretory System (55.5%). Sample test items are reported. (PR)

ED 366 506 SE 054 133

Schriver, Martha
A Comparison of Middle and Junior High Science Teachers' Levels

Rumpelstiltskin fairy tale; and (4) "The Trial of William Penn," set in England in the last 17th century, and based on the trial of William Penn and William Mead. A law related education program, also described, includes skits, three videotapes, and a program that explores the U.S. election system and gives students an opportunity to see how the electoral process works. Hands-on projects that are discussed include "Project Inside Out, a theater project that allow adolescents to experience what it feels like to be in jail; a constitutional writing camp in which students pretend to be colonists in a space colony; and Project PATCH ideas such as a student bill of rights and an international law project. Computer uses in education are discussed. (DK)

ED 366 525 SO 023 640

Wolowiec, Jack, Ed.
LRE Research: A Status Report. Technical Assistance Bulletin No. 8.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Educational Research; Elementary Secondary Education; *Law Related Education; Program Effectiveness; Social Studies; *Teaching Methods

This bulletin explores the effectiveness of law related education (LRE) programs by surveying the relevant research. The document begins with the article "Research and Law Related Education: Perceptions, Perspectives, and Possibilities" (David T. Naylor). The article identifies five categories of questions important to LRE research: (1) What is the nature and status of LRE? (2) What impact does LRE have on the lives of students? (3) What is needed to teach LRE effectively? (4) How should teahers be prepared to teach LRE? and (5) What is required to get and keep LRE in school programs? Five functions of research are identified: (1) to provide scientific underpinnings to the ideas and practices regarded as common sense; (2) to uncover new perspectives and provide fresh ideas; (3) to uncover ways of proceeding requiring different beliefs or complex actions; (4) to produce findings that simplify practice; and (5) to yield ideas and findings that are counter-intuitive. Ten references are included. The remainder of the bulletin consists of summary reports of seven research studies in progress: (1) "Exploring the Dimensions of Political Tolerance among Adolescents"; (2) "Current Status of LRE in Elementary Classrooms"; (3) "Teachers' Conceptions of Justice as Implemented in Social Studies Curriculum"; (4) "Judicious Discipline: Teachers and Students Practicing the Language of Citizenship"; (5) "Impact of Mediation Experience on Mediators"; (6) "Cognitive Development in Young Children: Issues of Literacy Expression and Law"; and (7) "An Analysis of Initial Law Related Education: Case Studies of Elementary School Teacher-Pupil Interactions Related to the Concepts of Law and Order." Eight research proposals are summarized. Contains 26 references. (DK)

ED 366 526 SO 023 647

Fuchs, Lucy
Humanities in the Elementary School: A Handbook for Teachers.

develop human intelligences in new and rediscoverd forms cannot be ignored. (SG)

ED 366 545 SO 023 760

Teasdale, G. R.
The Contribution of Education to the Survival of Small Indigenous Cultures. Contribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 18p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; Culture Conflict; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Indigenous Populations; *Multicultural Education; *Non Western Civilization; *Teaching Methods
IDENTIFIERS- *Australia; *Cultural Hegemony

In all parts of the world indigenous cultures are under threat by the persistent spread of western culture with its emphasis on individualism, competitiveness, consumerism, and technological change. Indigenous cultures have as much, if not more, to offer the West, than the West can offer them. For the cultures to survive, they must own all aspects of the education of their people. Language is a central part of culture. The primary responsibility lies with families and communities to foster spontaneous, everyday use of the vernacular. Educational policymakers must allow indigenous groups to reconceptualize schooling within their own cultural parameters. In Australia, aboriginal groups have been developing alternative patterns of education for years. At the same time, educators must pay attention to the process by which a given culture learns. Solutions must come from within indigenous communities, not from without. In the Catholic schools of Western Australia, that has meant "two way" or "both ways" education, wherein children learn both aboriginal and western ways through an exchange between the two. Non-indigenous people have a role to play in educational process, not by offering solutions but by changing their attitudes and roles. Their challenge is to work beside indigenous peoples in relationships of equality and mutual respect. (SG)

ED 366 546 SO 023 761

Selected Bibliography on the Contribution of Education to Cultural Development = Bibliographie selective sur la contribution de l'education au developpement culturel.
PUB DATE- Sep 92
NOTE- 14p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-762.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Education; Annotated Bibliographies; *Cultural Context; *Cultural Influences; Cultural Interrelationships; *Developing Nations; *Educational Policy; Ethical Instruction; Foreign Countries; Indigenous Populations;

This study identifies Australian girls' sports participation and variables associated with participation and dropping out. It describes the sporting experiences, and the decisions associated with those experiences, of a group of girls opposing traditional pressures by participating in a "male" sport (soccer). A survey was conducted of 105 female soccer players (ages 13-18) classified into 3 subgroups (continuing, withdrawn, and new), and interviews were conducted with 15 of the girls. The study addressed factors encouraging and discouraging girls to play soccer; parents' involvement in sport; peer reactions to girls playing sport; gender connotations of sport; role of significant others, such as family members and coaches; and the girls' self-image. The study found that support from young women already playing soccer and from family members was an important factor in the subjects' participation. They chose soccer because it offered fun, friendship, feeling good, and good coaches. They had experienced negative attitudes and verbal intimidation from male peers but had opted to play soccer anyway. The demands of studies was an important factor in discouraging young women from playing soccer. Five recommendations are offered for attracting girls to soccer and retaining their participation. Appendixes provide forms used in the study and statistical data from the study. (Contains 23 references.) (JDD)

ED 366 565   SP 034 979

Traill, Ron; Clough, Jim
AUSSIE SPORT--A Comprehensive Modified Sport Program for Children: An Evaluation.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the AIESEP Conference (Ballarat, Victoria, Australia, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; *Athletics; Cross Age Teaching; Elementary Education; Elementary School Students; Foreign Countries; Physical Activities; *Physical Education; *Program Development; *Program Effectiveness; Program Evaluation; *Psychomotor Skills; Skill Development
IDENTIFIERS- *Australia

This paper outlines the rationale for the development of several sports programs for Australia's children, their main features, and evidence of the extent to which they are achieving their goals. The programs include AUSSIE SPORT: Sport for Kids, a modified sports program for the senior grades of primary schools; Sportsfun, an after school program for primary school children conducted by secondary school students; and Sport It!, a 14-week skill development program for primary-age children conducted by their classroom teachers. Overall research into the efficacy of the sport programs indicates that they have been successful to a significant extent in achieving their goals. The evaluations have also indicated ways in which specific programs could be improved and have identified areas in which new programs or support for existing programs are desirable. (Contains 14 references.) (JDD)

ED 366 566   SP 034 980

Clough, J. R.; Traill, R. D.
A Mapping of Participation Rates in Junior Sport in the Australian Capital Territory.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Crime Prevention; Curriculum Design; Demonstration Programs; *Educational Environment; *Education Courses; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *School Safety; Teacher Education Curriculum; *Violence

IDENTIFIERS- *Pepperdine University CA

Issues facing educators today include drug traffic and abuse, crime and delinquency, gangs, weapons, violence, vandalism, schoolyard bullying, and crisis management. Teachers and administrators require special skills to cope with potentially explosive situations and violent students, yet training in those skills is not being received in university teacher preparation programs. This paper reports on the "School Safety Leadership Curriculum," a model for the development of a school violence prevention curriculum to be used at the Graduate School of Education and Psychology, Pepperdine University (California). The model focuses on knowledge and skills needed to foster and maintain a safe, secure, and welcoming school climate. Designed to be presented in an applied, hands-on, interactive mode, the model contains lesson plans with lecture notes, bibliographies, and supporting instructional materials. The model curriculum is organized into the following instructional modules: (1) peer aggression and self esteem; (2) gangs and youth violence; (3) preparing for the unexpected; (4) balancing student rights and responsibilities; and (5) making every campus safe. After the completion of field testing at Pepperdine and in selected public schools, the curriculum will be available to colleges and universities through the National School Safety Center at Pepperdine University. (LL)

ED 366 585 SP 035 004

Schwartz, J. E.; Riedesel, C. Alan

The Relationship between Teachers' Knowledge and Beliefs and the Teaching of Elementary Mathematics.

PUB DATE- Feb 94

NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Educational Practices; Educational Research; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; Higher Education; *Knowledge Level; *Teacher Attitudes; *Teacher Education; Teacher Educators; Teacher Effectiveness; Teaching Experience; Teaching Models

IDENTIFIERS- Experienced Teachers; NCTM Curriculum and Evaluation Standards; *Preservice Teachers

This study was conducted to explore the relationship between elementary school teachers' professed teaching practice and their beliefs about and understanding of elementary mathematics. The Curriculum and Evaluation Standards for School Mathematics, published by the National Council of Teachers of Mathematics (1989) was used as the criterion for teaching practice. The Teaching Policy Assessment, consisting of 10 vignettes illustrating contrasting teaching models, was administered to 140 practicing and preservice teachers to determine how likely they were to teach in ways consistent with the standards. Pedagogical beliefs were measured by Peterson's skills, there are also measures that evaluate study skills such as using maps, charts, tables, and graphs. Some of the measures are part of an achievement battery. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 605 TM 020 736

Mathematics: Preschool-Grade 3. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Dec 91
NOTE- 74p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; Cognitive Tests; Diagnostic Tests; Knowledge Level; *Mathematics Tests; Preschool Education; Preschool Tests; Primary Education; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 162 mathematics achievement tests cited in this bibliography are used to assess student's knowledge of various mathematical skills and operations. Many of the tests are part of large achievement batteries. Both norm referenced and criterion referenced test are included. Although all ages are represented, the tests are primarily designed for preschool through grade level 3. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 606 TM 020 737

Mathematics: Grades 4-6. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Dec 91
NOTE- 68p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; *Basic Skills; Diagnostic Tests; Intermediate Grades; Knowledge Level; *Mathematics Tests; Norm Referenced Tests; Student Evaluation
IDENTIFIERS- Test Bibliographies; Test Collection (Educational Testing Service)

The 157 mathematics achievement tests cited in this bibliography are used to assess student's knowledge of various mathematical skills and operations. Some of the tests described are batteries with one or more subtests measuring some aspect of mathematical knowledge. Although all ages are represented, the methods of assessing academic performance. Schools, school districts, and states are experimenting with a wide range of assessment alternatives. This paper is about this new commitment to assessment and begins with some background on standardized tests because the rationale for authentic assessment requires understanding the purposes and limitations of standardized tests. It is argued that an authentic test is one that measures performance on authentic intellectual tasks in a way that reveals precisely what a student knows or can do. The second part of the paper discusses the potential of authentic assessment to improve curriculum and instruction. The following potentials are noted: (1) clarifying and legitimating high standards; (2) providing incentives for authentic instruction and tasks; and (3) providing more useful instructional and management information. It must be recognized that authentic assessment is costly and time-consuming, but its return is recognized in the fulfillment of the potentials described. Five figures illustrate the discussion. (Contains 41 references.) (SLD)

ED 366 625   TM 021 009

The Validity of Testing in Education and Employment.
PUB DATE- May 93
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Achievement Tests; Aptitude Tests; *Civil Rights; *Educational Testing; *Occupational Tests; Personnel Evaluation; Racial Differences; Sex Differences; Sociology; *Standards; Test Bias; Test Construction; Test Reliability; Test Selection; Test Use; *Test Validity
IDENTIFIERS- Standard Setting

Because of concerns about the validity of tests used in education and employment, a consultation on June 16, 1989, focused on tests of ability, achievement, and other skills. Invited experts were asked to address a set of issues common to both education and employment testing, primarily related to test construction procedures and how to establish validity. This report contains a background paper identifying key issues, a condensation of the transcript of the consultation, papers written by the panelists, and a summary of their positions with analyses of areas of agreement and disagreement. The papers are: (1) "A Sociological View of Aptitude Tests" (James W. Loewen); (2) "Judging Test Use for Fairness" (Nancy S. Cole); (3) "Bias in Educational and Employment Testing: Selected Issues" (Lloyd Bond); (4) "Standardized Testing: Harmful to Civil Rights" (D. Monty Neill); (5) "A Legal and Policy Perspective" (Clint Bolick); and (6) "Tests Are 'Useful Servants,' Not the 'Masters of Reality'" (Barry L. Goldstein). A major conclusion of this report is that properly designed tests can be used improperly in ways that are unfair and that bias interpretations made of test scores. Standards for test development and use should be set with some form of public involvement. Appendixes provide background on federal guidelines, legislation, and legal issues of test construction. There are three tables and a glossary of testing terms. (Contains 79 references.) (SLD)

ED 366 626   TM 021 010

Intercultural Programs: Program Evaluation.
PUB DATE- 2 Nov 93

for a large number of items. A new method is proposed based on the division of the whole item set into several subsets, which is made possible by the collapsibility of the SERE model. With the use of subsets of items, the parameters of the entire SERE model can be obtained only by simultaneous estimation of the parameters of the collapsed SERE models through use of pseudo-likelihood theory. A simulation study demonstrates that a distinction can be made between the two types of DIF using the new approach. A generalization of the SERE model applicable to polytomously scored latent states, that may be explained with a multidimensional latent space, is discussed. Five appendices illustrate applications of these models with reference to existing tests and the collapsed SERE model. (Contains 167 references.) (SLD)

ED 366 643 TM 021 050

Facts & Figures about Education in Alaska, 1992.
PUB DATE- 92
NOTE- 29p.; For an earlier report, see ED 335 395.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Bilingual Education; Boarding Homes; Educational Finance; Elementary Secondary Education; *Enrollment; Equivalency Tests; Expenditures; High School Equivalency Programs; High School Graduates; Income; *Private Schools; *Public Schools; *School Districts; School Statistics; *Student Characteristics; Superintendents; Tables (Data); Teacher Certification; Teacher Salaries; Teacher Student Ratio; Test Results; Transportation
IDENTIFIERS- *Alaska; American College Testing Program; Scholastic Aptitude Test

This collection of tables presents selected facts and figures about education in Alaska. General and district school information about Alaska's 469 public schools in 54 districts and its 276 private and denominational schools is followed by tables of general student information, including average daily membership, enrollment, graduates, and general education diplomas. Test results and statistics on the Scholastic Aptitude Test and the American College Testing Program test are presented. Staffing information includes data on teacher salaries and student-to-teacher ratios. Financial information includes costs of boarding home programs, pupil transportation, food programs, and a review of public revenues. The school districts are described in terms of geographic size and enrollment, and school district and superintendent information is listed, along with a directory of the Alaska Department of Education. Nineteen tables present the data. (SLD)

ED 366 644 TM 021 051

Brown, M. Mae; And Others
External Evaluation of the Mississippi Band of Choctaw Indians' OSAP High Risk Youth Demonstration Program--Year Two.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993). For an earlier report, see ED 340 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; American Indians; Cultural

references.) (JB)

ED 366 663 UD 029 001

Blum, Lawrence A.
Antiracism, Multiculturalism, and Interracial Community: Three Educational Values for a Multicultural Society. Distinguished Lecture Series, 1991-1992.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Beliefs; *Community; *Cultural Differences; Cultural Pluralism; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Equal Education; Group Unity; *Multicultural Education; *Racial Bias; Racial Relations; Social Values; *Values Education

At least four values, or families of values, should be taught in schools and families to respond to the increasingly multiracial and multicultural society of the United States. These are: (1) antiracism or opposition to racism; (2) multiculturalism; (3) a sense of community; and (4) treating persons as individuals. The first three categories are discussed in relation to education, focusing on education at the precollege level. Three components of antiracism include a belief in the equal worth of all persons regardless of race; an understanding of racism; and opposition, including intervention, to racism in others. Multiculturalism encompasses the subvalues of affirming one's own cultural identity, respecting and desiring to learn about and from other cultures, and valuing and delighting in cultural diversity itself. A sense of community suggests a sense that embraces racial and cultural differences, that involves a bond with others and a shared identity with the community. These values, or sets of values, are distinct from one another, and all are essential to a responsible program of value education in a multicultural society. (SLD)

ED 366 664 UD 029 482

Leading the Way: Partners in Volunteerism. Schools--Non-Profits--Youth. Conference Report on Youth and Volunteerism (New York, New York, 1991).
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperation; Cooperative Programs; Elementary Secondary Education; Experiential Learning; Leadership; *Nonprofit Organizations; *Program Development; Program Implementation; Recruitment; Resource Materials; Social Experience; *Student Volunteers; *Volunteer Training; *Youth Programs
IDENTIFIERS- *Community Service; *New York (New York); Service Learning; Youth Community Service

This report summarizes the proceedings of a conference, "Leading the Way: Partners in Volunteerism," that brought together 170 educators, nonprofit organizations, and students to promote youth volunteerism. In a series of plenary sessions and workshops, attendees discussed the issues that have an impact on the creation and operation of effective volunteer programs

*Educational Discrimination; Educational History; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Enrollment; *Equal Education; Ethnic Discrimination; *Hispanic Americans; Longitudinal Studies; Policy Formation; *Politics of Education; Secondary School Students; Social Discrimination; Student Attrition
IDENTIFIERS- *Hispanic American Students

This book presents an in-depth examination of 142 U.S. school districts (containing at least 5,000 students and 5 percent Hispanic enrollment) in order to understand Hispanic inequities in education and what can be done to correct these inequities. Chapter 1 presents political theory of educational policy. Chapter 2 presents an overview of the politics in different Hispanic communities. The unique patterns of immigration, incorporation, and politics for Mexican Americans, Cuban Americans, and Puerto Ricans are also discussed. Chapter 3 provides a historic overview of Hispanic efforts to gain access to equal educational opportunities, while chapter 4 examines the political representation of Hispanics on school boards, in administrative positions, and in teaching positions. The empirical analysis also assesses the prospects for coalitions of Blacks and Hispanics in educational politics. Chapter 5 documents the inequities in access to education. It argues that these patterns are consistent with the notion of discrimination and shows that political action can counter discrimination. Chapter 6 looks at the linkages among various aspects of second-generation discrimination. In addition, the relationships between second-generation discrimination and segregation and between second-generation discrimination and White flight from school systems are investigated. Finally, chapter 7 provides a summary of the book's findings and a series of policy recommendations. Appendices list policy intercorrelations from 1973-82, and the districts included in the survey. Contains over 450 references and an index. (GLR)

ED 366 683 UD 029 703

O'Callaghan, J. Brien
School-Based Collaboration with Families: Constructing Family-School-Agency Partnerships That Work. Social and Behavioral Science Series.
PUB DATE- 93
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Failure; *Adjustment (to Environment); *Behavior Modification; *Behavior Problems; Case Studies; *Child Development; Cooperation; Elementary Secondary Education; Guidelines; Intervention; Models; *Parent School Relationship; Partnerships in Education; Problem Children; *School Involvement; Student Behavior; Student School Relationship; Youth Problems

As dropout rates, drug addiction, and other problems continue to increase among youth, there arises a need for more effective approaches in dealing with problematic students. This book offers therapists and other helping professionals some practice-based solutions for fostering the healthy development of children and presents a model of therapeutic assessment and intervention that encourages effective collaboration among families, schools, students, and others within the school

Raising Black Children. Two Leading Psychiatrists Confront the Educational, Social, and Emotional Problems Facing Black Children.
PUB DATE- 12 Nov 92
NOTE- 445p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Black Youth; Busing; Child Development; Childhood Needs; *Child Rearing; Guidelines; Minority Groups; *Parent Child Relationship; *Parenting Skills; Parent Role; Racial Relations

This book responds to nearly 1,000 commonly asked questions concerning a child's development from infancy to adolescence, as it applies to black children. Common parental concerns are discussed from sibling rivalry to setting a curfew, as well as advice for parents and teachers who must foster healthy self-esteem in black children living within a racist climate. The book considers the latest findings in the child-development field and show parents how to handle anger (their children's and their own), and how to help children cope with illness, divorce, and death. In addition, the book includes advice on adoption; on how to protect children from Acquired Immune Deficiency Syndrome and other sexually transmitted diseases; and on how to cope with problems at school, with dating, and with drugs. Among the questions confronted are: (1) What if my child seems overly aggressive with white children? (2) Why would my 5-year old say her father is too black? (3) Should black English be used in schools? (4) Can my child grow up healthy and well-adjusted without a father? and (5) What are the pros and cons of busing? Contains an index and a suggested-reading list. (GLR)

ED 366 703 UD 029 732

Schoem, David, Ed.; And Others
Multicultural Teaching in the University.
PUB DATE- Jan 93
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; College Instruction; Cultural Awareness; Cultural Differences; Cultural Pluralism; Curriculum Development; Educational Responsibility; Ethnic Groups; Faculty Development; Health; Higher Education; Homophobia; *Multicultural Education; *Racial Bias; Racial Relations; Sex Bias; Social Bias; Social Class; Teacher Education; *Teaching Methods; Universities
IDENTIFIERS- *Diversity (Groups)

This book provides a collection of papers that address the enhancement of faculty teaching and learning in an increasingly interconnected multicultural society. Three interconnected dimensions of multicultural teaching are focused upon: content, process and discourse, and diversity of faculty and students. Papers and their authors are as follows: "Teaching About Ethnic Identity and Intergroup Relations" (David Schoem); "Continuing the Legacy: On the Importance of Praxis in the Education of Social Work Students and Teachers" (Edith A. Lewis); "Teaching With and About Conflict in the Classroom" (Ximena Zuniga and Mark A. Chesler); "Latinos in the United States: A Framework for Teaching" (Robert M. Ortega et al.); "Reflections on the

IDENTIFIERS- *Alabama
This three-volume document covers 16 Alabama public 4-year colleges and universities, 18 Alabama private 4-year and 2-year colleges and universities, and 35 Alabama public 2-year institutions, and provides a list of all instructional programs approved by the Alabama Commission on Higher Education as of August 30, 1993. The volumes are organized into two sections. Section A lists programs by field of study, and Section B lists programs by institution. Programs in the inventory are classified according to the standard taxonomy, "Classification of Instructional Programs." Each inventory entry reflects the program title, degree(s) offered, accreditation if any, and date the program became inactive if appropriate. Accrediting agencies include only those agencies recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education. Institutions have 5 years from the inactive date to reinstate a program, provided evidence is offered that the program has adequate resources and student demand to support reinstatement. Section B provides information on instructional programs by institution and lists fields of study, degrees offered, accreditation, and active/inactive status. Also included is a list of program categories in the taxonomy. Appendixes contain abbreviations used for institutions, degree titles, and accrediting agencies. (JB)

ED 366 267 HE 027 111

Levine, Arthur, Ed.
Higher Learning in America 1980-2000.
PUB DATE- 93
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Access to Education; College Faculty; College Presidents; College Students; Community Colleges; Coordination; Disadvantaged Youth; Diversity (Institutional); Economic Factors; *Educational Change; Educational Quality; Foreign Countries; *Futures (of Society); Governing Boards; Government School Relationship; Higher Education; Liberal Arts; Standardized Tests; *Universities
IDENTIFIERS- Australia; California; Europe; *Kerr (Clark)
This volume, in honor of higher education expert Clark Kerr, collects 21 papers that look at how and why the uses of the university have changed, are likely to change, and need to change in the years ahead. A Preface by Arthur Levine and an Introduction by Eric Ashby describe Kerr's career and contributions to higher education. Papers are grouped in five sections: A Dynamic Environment, Institutions in Transition, Changing Constituencies, Evolving Curriculum and Disciplines, and Critical Issues. The papers are as follows: (1) "Government and Higher Education" by Patrick M. Callan; (2) "The Economy and Higher Education" by Margaret Gordon; (3) "Federalism in American Higher Education" by Martin Trow; (4) "Research Universities in a New Era: From the 1980s to the 1990s" by Roger L. Geiger; (5) "Liberal Arts Colleges: What Price Survival?" by David W. Breneman; (6) "Community Colleges: Making Winners out of Ordinary People" by Leslie Koltai; (7) "California: A Multisegment System" by Neil J. Smelser; (8) "Higher Education Coordination: Australia and the United States" by Lyman A. Glenny; (9) "The Return to Europe: Issues in Post-Communist Higher Education" by Ladislav Cerych; (10) "Faculty: Differentiation and Dispersion" by Burton R. Clark; (11) "The President: A Precarious Perch" by Judith Block

doctoral instruction and organized research activities by institution; and (5) public university expenditures for public service by institution. The data suggest that public universities have allocated an increasing proportion of budgets to research and public service activities. Suggestions are made for realigning priorities that are consistent with institutional missions, to improve the productivity of each of these areas, and to reinvest resources into instructional programs, particularly undergraduate education. (GLR)

ED 366 287 HE 027 149

Fall 1993 Admission Requirements for Public Universities and Community Colleges.
PUB DATE- 24 Nov 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *College Admission; College Applicants; College Bound Students; *College Freshmen; Community Colleges; Educational Legislation; Higher Education; *Prerequisites; Selective Admission; State Colleges; State Universities
IDENTIFIERS- *Illinois

This report presents the fall 1993 freshman admission requirements adopted by the individual public universities and community colleges in Illinois. The first section explains the specific high school courses required for regular admission as freshmen to Illinois public universities and community colleges beginning with the fall 1993 entering class. The second section describes institutional policies and practices through which applicants may demonstrate knowledge and skills equivalent to the high school course requirements. The third section briefly describes special assistance programs and services available for educationally disadvantaged and other applicants who are unable to meet the course-specific requirements. Appendices, comprising nearly 90 percent of the report, contain the following: (1) the text of Public Act 86-0954 (amending the Acts of each of the four public university systems); (2) the minimum high school course requirements for admission as freshmen to Illinois public universities (fall 1993); (3) the minimum high school course requirements for admission as freshmen to baccalaureate-transfer programs at Illinois public community colleges; and (4) a list of the formally organized special assistance programs for freshmen. (GLR)

ED 366 288 IR 016 389

Wilson, Brent G.; And Others
Evaluating the Impact of Technology at Peakview Elementary School: The Full Report.
PUB DATE- Jan 93
NOTE- 207p.; For conference paper based on this report, see ED 362 214. Appendices listed in table of contents are not included with the report.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Computer Networks; *Computer Uses in Education; Educational Change; Educational Innovation; Educational Objectives; *Educational Technology; Elementary Education; *Elementary Schools; Interviews; Microcomputers;

Teleconferencing

This proceeding includes the following 28 papers selected from the 1992 Conference of the Australian Society for Educational Technology: "Ecunet, Edith Cowan University's Video Conferencing Network: Two Years On" (Michael Grant); "Navigation Options in Interactive Multimedia" (John G. Hedberg & Barry Harper); "The Western Australian Networks for Learning Trial: Overcoming the Problems of Distance" (Geoff Rehn); "Introducing Computer Based Education" (Graham Huxham, Bev Oelrichs, & Eileen Beswick); "Learning Needs in Industry: Meeting the Challenge" (Rod Alford & Nev Pryor); "The Use of Advanced Learning Technologies in Health Sciences Education" (Allan Christie); "The Parliament Stack" (David Arnold & James Steele); "Supporting the Multimedia Courseware Author: An Introduction to the ACT-IT Project" (Brian Inwood); "Interactive Audio and CALL on the Macintosh" (Geoff Rehn); "Developing Evaluation and Design Methodologies for Multimedia Based Learning" (Leonard L. Webster); "The Core Safety Training Project: A Networked, Multimedia, Competency Based Training Program" (James Burgess & Greg Colgrave); "Issues in the Development of Multimedia Courseware" (Patricia Youngblood); "Yes, I Did Do It On Repurpose!" (Stephen Michael Barnett); "Interface-Lift: Elective or Compulsory?" (Susan E. Metros); "An Incremental-Transfer Approach to Instructional Design" (P. R. Wallace); "Telecommunications Impacts on Interactive Multimedia" (M. J. Biggar & C. J. Scott); "The Interactive CD--Learning and/or Entertainment?" (Lesley Richardson & Tom Duncan); "The National Educational Communications Framework: Analysing the Question of Common Technical Specifications" (Roger Atkinson); "Considering the Human Factor in Open Learning: The Police Experience" (Karl J. O'Callaghan); "Desk Top Publishing: A Case Study" (Clare McBeath); "Developing Style for Multi-Institutional Distance Education Course Development Projects" (Neale Kemp, Fons Nouwens, & Steve Towers); "Global Aspects of Resource Sharing: The Library's Vital Role of Information Transmission) Shih-Hsion Huang; "Identification of Suitable Distance Education Technologies in the Anangu Teacher Education Program" (Rigmor George); "Using Desktop Publishing To Produce Educational Materials: Hardware and Software Issues" (Robert Goodwin); "The View from "Clever City": Looking at Australian Education Through Promotional Videotapes" (Ian Hart); "The Distance Education Learner and Educational Technology" (Ernst Hintz); and "Open Learning and Telecourses: The Role of Television in Adult Education in Australia" (Grahame Ramsay). Most of the papers contain reference. (TMK)

ED 366 308   IR 016 504

Beaudin, Bart P.; Quick, Don
Instructional Video Evaluation.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
PUB DATE- 1 Nov 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Evaluation Methods; *Instructional Material Evaluation; Instructional Materials; *Integrated Activities; *Interactive Video; Planning; Test Construction;

Hodas, Steven
Technology Refusal and the Organizational Culture of Schools.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Cultural Influences; *Diversity (Institutional); *Educational Environment; *Educational Technology; Elementary Secondary Education; Values
IDENTIFIERS- *Technology Utilization

Analyses of the deployment of technology in schools usually note its lack of impact on the day-to-day values and practices of teachers, administrators, and students. This is generally construed as an implementation failure, or as resulting from a temperamental shortcoming on the part of teachers or technologists. It is predicated on the tacit assumption that the technology itself is value-free. This paper proposes that technology is never neutral: that its values and practices must always either support or subvert those of the organization into which it is placed; and that the failures of technology to alter the look-and-feel of schools more generally results from a mismatch between the values of school organization and those embedded within the contested technology. The paper is organized in five major sections addressing: (1) the culture of schools; (2) school workers; (3) the culture of technology; (4) the culture of refusal; and (5) cultural change. (Contains 31 references.) (Author/TMK)

ED 366 329 IR 016 537

Smith, Marilyn E.
Television Violence and Behavior: A Research Summary. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Aggression; Behavior Patterns; *Behavior Problems; Child Behavior; Children; Federal Regulation; Self Control; Television; Television Research; *Television Viewing; *Violence
IDENTIFIERS- ERIC Digests

This digest describes the overall pattern of the results of research on television violence and behavior. Several variables in the relationship between television violence and aggression related to characteristics of the viewers and to the portrayal of violence are identified. Viewer characteristics included: age, amount of television watched, identification with television personalities, belief that television violence is realistic, intellectual achievement, and psychological state before and after viewing television. In addition, the digest summarizes concerns regarding the effects of television violence. (Contains 20 references.) (TMK)

ED 366 330 IR 016 538

Ely, Donald P.
The Field of Educational Technology: A Dozen Frequently Asked Questions. ERIC Digest.

PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Administrative Organization; Committees; Guidelines; Higher Education; *Library Associations; Library Planning; Organizational Objectives; Strategic Planning
IDENTIFIERS- Association of College and Research Libraries; Bylaws; Iowa

This organization manual of the Iowa Library Association chapter of the Association of College and Research Libraries (ILA/ACRL) responds to the need for specific information to implement the organization's strategic plan. The manual includes: (1) the bylaws; (2) strategic plan; (3) a history of the chapter and other introductory material; (4) a position description for each executive board member with itemized responsibilities, a calendar, discussion of past experiences, and a list of those who previously served in the capacity; and (5) references. The publication is in notebook format with sectional page numbering to facilitate annual revision. Although directed to the leaders in the organization, the manual provides an overall explanation of the Iowa professional academic library association and the service opportunities available. (Contains 4 references.) (KRN)

ED 366 350 IR 054 831

Copyright Reform Act of 1993. Report To Accompany H.R. 897 and Bill. House of Representatives, 103d Congress, 1st Session.
PUB DATE- Nov 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Copyrights; *Fair Use (Copyrights); *Federal Legislation; Federal Regulation; Government Role
IDENTIFIERS- Congress 103rd; Proposed Legislation

This report accompanies H.R. 897, the Copyright Reform Act of 1993. The bill, intended to amend title 17, United States Code, to modify certain recordation and registration requirements, to establish copyright arbitration royalty panels to replace the Copyright Royalty Tribunal, and for other purposes, is favorably reported by the Committee on the Judiciary with amendments. The text of the amendments is included. Other sections of the report include an explanation of the amendment; purpose of the legislation; a history of the committee action and vote of the legislation; the hearings on the bill; the legislative history of the bill; section-by-section analysis of the bill; committee oversight findings; Committee on Government Operations oversight findings; new budget authority and tax expenditures; inflationary impact statement; Congressional Budget Office cost estimate; and changes in the existing law made by the bill. The text of H.R. 897 is appended to the report. (JLB)

ED 366 351 IR 054 833

Library Programs: National Education Goals and Information Technology Are Focus of FY93 Training Institutes.
PUB DATE- Aug 93

two-year college students in fiction, tracing changes over time. In chapter 4, 23 student journals commissioned for the study are analyzed to develop a profile of the students and to identify common themes (i.e., agency, marginality, joy of learning, and juggling responsibilities). After chapter 5 reviews the portrayal of two-year college faculty in fiction broken down into categories based on the characters' quality as teachers, chapter 6 analyzes the faculty journals focusing on themes of nurturing and generative action, marginality, poorly prepared students, and other problems. Chapter 7 focuses on the meaning of the journal writing process for students and faculty. Chapter 8 draws conclusions about study findings. Includes 132 references. (ECC)

ED 366 369 JC 940 082

Student Equity: Guidelines for Developing a Plan.
PUB DATE- Apr 93
NOTE- 35p.; Prepared by the Ad Hoc Student Equity Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Planning; Community Colleges; Compliance (Legal); Curriculum Development; *Educational Finance; Educational Legislation; *Equal Education; *Minority Groups; Organizational Effectiveness; *Program Development; Research Needs; Self Evaluation (Groups); Student Recruitment; Teacher Role; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

In 1992, the Board of Governors of the California Community Colleges (CCC) adopted the Student Equity Policy requiring all districts in the community college system to develop a Student Equity Plan (SEP) to ensure that the composition of students who enroll, are retained, transfer, or achieve their occupational goals in the CCC reflects the diversity of the population of colleges' service areas. Providing guidelines for the development of a SEP, the six sections of this report include the following: (1) an outline of a process for plan development, providing information on the goals of the policy, administrators' role in SEP development and implementation, implementation deadlines, answers to anticipated problem areas, and suggested first steps; (2) a review of data collection needs and recommended indicators for evaluating student equity; (3) a discussion of the impact of campus climate on student persistence and success; (4) an examination of student equity efforts and institutional finances, reviewing the use of supplemental monies, freeing resources from existing funds, and the effect of modifying or linking other college programs; (5) a review of specific institutional efforts (i.e., assessment, institutional commitment, and support for non-native English speakers) and faculty efforts (i.e., learning styles inventories, classroom assessment, and academic mentoring) which can positively affect student success; and (6) a discussion of faculty rewards for integrating cultural diversity into the curriculum. An annotated resource guide and a copy of the legislation are included. (PAA)

ED 366 370 JC 940 083

Yevoli, Carole

of individual accountability areas; (3) periodic statewide surveys to assess student satisfaction; (4) more effective data collection and dissemination; and (5) disseminating exemplary accountability models and providing technical assistance to districts. A work-in-progress version of the accountability indicators report and a table of non-participating districts are appended. (MAB)

ED 366 387 JC 940 107

Cepeda, Rita
A Curriculum for All Students. A Report.
PUB DATE- 10 Mar 94
NOTE- 12p.; Prepared as Agenda Item Number 13 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Community Colleges; *Curriculum Development; *Educational Demand; *Educational Supply; Open Enrollment; Relevance (Education); School Community Relationship; Student Educational Objectives; Student Needs; *Student School Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California Community Colleges

The mission of the California Community Colleges, first articulated in the "Master Plan for Higher Education" (1960) and since reaffirmed in California Assembly Bill 1725, is to provide Californians with quality courses and programs in transfer and career education and in the mastery of basic skills and English as a Second Language (ESL). Due to their open door policy, competing priorities, diminishing resources, and student demand for education, colleges face continuous challenges to prioritize and adapt their curriculum to meet multiple challenges. Three factors shape curriculum policy for community colleges: (1) local needs, including student instructional needs, economic development needs, and community education needs; (2) the delineation of function between the California Community Colleges, California State University, and the University of California; and (3) course and program standards. To meet their challenges, the colleges have developed a curriculum with four types of courses, each designed to fulfill one aspect of the college's mission. Degree-credit courses are college-level courses designed to prepare students for transfer and employment. Nondegree-credit courses provide non-college-level work designed to prepare students to succeed in college-level work. Noncredit courses provide instruction to ensure students can participate fully as citizens, including ESL. The final classification is Community service courses, designed to provide, without state funding or college credit, avocational and recreational courses, cultural activities, and community development and recreational activities. (MAB)

ED 366 388 JC 940 108

Helm, Phoebe
Tech-Prep and School-to-Work Programs. A Report.
PUB DATE- 10 Mar 94
NOTE- 55p.; Prepared as Agenda Item Number 14 at a Meeting of the Board of Governors of the California Community Colleges

a summary of general fund revenues and general fund revenue by source. Part V presents total general fund expenditures by object and aggregated activities, while part VI contains a summary of the current expense of education. Part VII focuses on state general fund expenditures by activity, aggregated instructional activities, aggregated administrative and support activities, community and ancillary services, and general fund expenditures by activities. Part VII provides a ranking of districts by FTES size, and part IX provides a 5-year district data summary. The report concludes with general information on definitions and sources of the data. (BCY)

ED 366 405 JC 940 135

Summer, Jo
Improving Communication throughout the Institution: A Unique Approach to Classified Retreats, Sierra Community College.
PUB DATE- 18 Nov 93
NOTE- 39p.; Paper presented at the Annual Convention of the Community College League of California (San Francisco, CA, November 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Campus Planning; *College Environment; Community Colleges; *Employee Attitudes; Program Descriptions; *School Personnel; *Staff Development; Two Year Colleges
IDENTIFIERS- *Retreats; *Sierra College CA

In spring 1990, the classified staff of the Sierra College Staff Development Committee requested and obtained funding to sponsor four all-day retreats for all classified staff. Participants were assigned to one of the retreats based on their own preferences and an attempt to ensure a cross section of staff at each retreat. As a result of the committee's work with supervisors and reluctant staff, attendance at the retreats reached 88% of all classified staff. The goals of the retreat were to gain better understanding and appreciation of other staff members through sharing job-related issues and concerns, improve communications, make classified staff feel that they make a difference, gain better understanding of the college structure, develop solutions to concerns, and develop a better sense of community. Participants were asked to submit two short statements describing a positive employment-related experience and a concern. Retreat outcomes included the following: (1) there was consensus that concern for the student, friendly caring people, cooperation, communication, support and trust of the supervisor, tools to do the job, having a voice, access to facts, and freedom to make decisions are important in making things work; (2) space, improper use of student help, inadequate staffing, communication, lack of upward mobility, safety, and recognition were among the unresolved issues identified; (3) participants felt that a central information center, increased written communication, and better procedures for disseminating information might be ways of improving communication. Suggestions for improving other problem areas and information about planning and implementing the retreats for all three years, 1991, 1992, and 1993, are included. (AC)

ED 366 406 JC 940 139

Fall Enrollment Report, 1993. Mississippi Public Community & Junior Colleges.

policies, including Chapter 1 programs, special education, Head Start, Even Start, and the Kentucky Education Reform Act; and (4) federal and state efforts to provide comprehensive services to migrant and homeless children in Texas, Michigan, Florida, Minnesota, and Illinois. A concluding section presents some lessons learned from past programs and proposes solutions to specific difficulties of comprehensive, collaborative, and empowering initiatives. An appendix provides a list of organizations advocating service integration, school transition programs, comprehensive parent involvement, and migrant and homeless programs. (MDM)

ED 366 425 PS 021 949

Grossnickle, Donald R.; Stephens, Ronald D.
Developing Personal and Social Responsibility. A Guide to Community Action.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; Integrity; Moral Development; Parent Child Relationship; Program Descriptions; Resource Materials; Self Esteem; *Social Responsibility; *Student Responsibility; Student School Relationship; *Values Education
IDENTIFIERS- Honesty; Program Characteristics

Noting that much is known about teaching and learning personal and social responsibility but little is incorporated into the K-12 curriculum, this book is intended for parents and educators as a guide to helping children develop personal and social responsibility, especially as it relates to behavior in school. Part 1 of the book consists of five chapters: (1) "Making Responsibility Education a Priority at Home and School"; (2) "Teaching Responsibility"; (3) "Exploring the Meaning of Personal and Social Responsibility"; (4) "Setting Goals for Learning To Be Responsible"; and (5) "Parents and Schools: Co-Partners in Teaching Responsibility." Part 2 consists of one chapter that provides examples of model practices in teaching personal and social responsibility, while the single chapter that makes up part 3 describes 16 exemplary programs, resources, and references for parents, schools and the community. Six appendixes contain a sample teaching unit from the Character Education Institute, a sample responsibility lesson from the Home School Institute, a description of a responsible student from a high school department, a letter from a teacher to parents on course responsibility, a sample parent-student handbook, and a list of responsibility-oriented elementary school behavioral expectations. (MDM)

ED 366 426 PS 021 969

Locke, Myra S.
Improving Conflict Resolution among Third and Fourth-Grade Students through Group Interaction.
PUB DATE- 93
NOTE- 88p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English

greater part of the report consists of tables and charts outlining turnover rates, salaries, and education levels of assistant teachers, teachers, supervisors, and directors of public, private, non-profit, and corporate day care centers. (MDM)

ED 366 446 PS 022 056

Facing the Facts: A Progress Report on Ohio's Black Children.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Black Achievement; *Black Education; *Black Youth; *Child Health; Demography; Early Childhood Education; *Economic Status; Elementary Secondary Education; Higher Education; Illegitimate Births; *Poverty Programs; Prenatal Care; Program Effectiveness; Socioeconomic Influences; State Surveys
IDENTIFIERS- *Ohio; Project Head Start

This report examines the successes and shortcomings of efforts made on behalf of Ohio's black children and their families during the last generation. The three main sections of the report examine maternal and child health, family economics, and education, discussing the situation as it existed in the recent past and as it exists today, specific interventions that are working to ameliorate conditions, and specific suggestions for a new public agenda to further improve conditions for black children. The report notes that while significant improvements have been made in regard to infant mortality, economic opportunity, and preschool education in the black community, black Ohio children are more likely today than in 1980 to be poor, to be born out of wedlock, to be born underweight, to become a teen parent, and not to attend college. Finally, the report advances 10 overall goals for black children: (1) lower infant mortality rates; (2) lower low birthweight rates; (3) lower teen pregnancy rates; (4) fewer families receiving Aid to Families with Dependent Children funds; (5) improved access to prenatal care; (6) improved legitimacy rates; (7) higher attendance in Head Start programs; (8) improved passing rates on Ohio's Ninth Grade Proficiency Test; (9) improved passing rates on the mathematics section of the Ninth Grade Proficiency Test; and (10) an increased number of students attending college. (MDM)

ED 366 447 PS 022 060

Chevallier, Eric; Mansour, Sylvie
Children and Television.
PUB DATE- 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Child Development; Child Health; *Children; Developed Nations; Developing Nations; Early Childhood Education; Educational Television; Elementary Secondary Education; *Mass Media Role; Mass Media Use; Programming (Broadcast); *Quality of Life; Television; *Television Research; *Television Viewing
IDENTIFIERS- Asia; Brazil

report notes that cause of death was determined in 200 cases, with the largest number, 85, being cases of perinatal death due to extreme prematurity. The second leading cause of death was Sudden Infant Death Syndrome (SIDS), which accounted for 31 deaths. Child deaths tended to be clustered in Columbus, the largest city in the county, and black children had a higher death rate than white children. Of 31 FCCS cases subjected to further investigation, maltreatment was confirmed as the cause of death in 3 cases, while maltreatment was suspected in 5 others. The report includes various tables and charts presenting demographic data about the child deaths in the county. Seven appendixes provide tabular data about child deaths in Franklin County from 1989 through 1992 and information about the FCCS Deceased Child Review System. (MDM)

ED 366 468 PS 022 188

Layzer, Jean I.; And Others
Observational Study of Early Childhood Programs. Final Report. Volume I: Life in Preschool.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 259p.; For Volume II, see PS 022 189.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Class Activities; Classroom Observation Techniques; Classroom Research; Day Care Effects; *Disadvantaged Youth; Educational Attainment; Educational Quality; Parent Participation; *Preschool Curriculum; *Preschool Education; *Preschool Evaluation; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Program Characteristics

This study of 119 preschool programs in 5 states was designed to describe the classroom experiences of economically or educationally disadvantaged 4-year-old children and to examine linkages between characteristics of early childhood programs and the activities of the children and teachers in the classroom. Chapters 1 and 2 describe the context for the study and the study design. Chapter 3 reports the characteristics of the programs, classrooms, and staff observed, while chapter 4 chronicles the classroom day with regard to activities, groupings, and supervision. Chapters 5 and 6 examine interactions in the classroom and the measurement and prediction of the quality of the classroom experience, while chapter 7 presents the study's conclusions. Among the findings are that: (1) preschoolers spent over half their time in activities believed to foster cognitive growth; (2) in a substantial number of classrooms, activities that would be expected to be included in the daily curriculum, such as story-time or science and natural world activities, did not occur; and (3) lower child to staff ratios, higher teacher education levels, and higher levels of parent involvement were associated with all global measures of classroom quality. Implications of these results are also discussed. Three appendixes provide supporting tabular data, a profile of the "classroom snapshot" observational tool, and descriptions of four global quality measures. Includes 73 references. (MDM)

ED 366 469 PS 022 189

Seppanen, Patricia S.; And Others

ED 366 487 RC 019 483

Boyer, Wanda A. R.; Bandy, Helen E.
The Impact of Students with Special Needs on Rural Teachers in British Columbia.
PUB DATE- 15 Oct 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Rural Education Association (Burlington, VT, October 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; *Mainstreaming; *Rural Education; Rural Schools; Special Education; Special Needs Students; *Student Teacher Attitudes; *Teacher Attitudes
IDENTIFIERS- *British Columbia

Recent provincial educational policy in British Columbia (Canada) supports inclusion of special needs children in the regular classroom and a philosophy of individualized education for every child. These policies have considerable impact on teachers in isolated rural schools. A survey of 32 teachers and 100 student teachers in rural elementary schools solicited ratings of the importance of 46 factors affecting integration of children with special needs into a rural classroom. Respondents rated every factor as important or very important. Experienced teachers were most concerned about the extent of funding for special needs students, availability of teaching assistants and other forms of support, and methods used to identify special needs children. Student teachers were most concerned about support services and personnel and the adequacy of preservice and inservice training in aspects of special education. A chart compares geographic, climactic, and population features of British Columbia and Vermont. Appendices contain a map and profiles of six small rural schools in British Columbia. (SV)

ED 366 488 RC 019 490

Rural Children: Increasing Poverty Rates Pose Educational Challenges. Briefing Report to the Chairwoman, Congressional *Rural Caucus, House of Representatives.*
PUB DATE- Jan 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Children; Demography; Elementary School Students; Elementary Secondary Education; *Federal Aid; High Risk Students; Low Income Counties; *Minority Groups; *Poverty; Poverty Areas; Racial Differences; *Rural Population; *Rural Schools; Secondary School Students

Large numbers of children in America's rural areas are poor and face growing risks to their success in school. Increases in poverty and other demographic changes will challenge rural schools' ability to help their children meet high educational standards. Changes in poverty among rural children also will affect the amount of Chapter 1 funding that rural areas receive. The number and characteristics of poor rural children were determined from a special tabulation of data from the 1980 and 1990 censuses. During the 1980s, the total number of rural children decreased by 6.7 percent, but the number of poor rural

of Efficacy, and Knowledge of Developmentally Appropriate Curriculum and Instruction.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Junior High Schools; Knowledge Level; *Middle Schools; *Science Curriculum; *Science Instruction; *Science Teachers; Secondary School Teachers; *Self Efficacy; Teacher Behavior; Teacher Characteristics
IDENTIFIERS- *Pedagogical Content Knowledge

This study investigated whether there were differences in science teachers' efficacy, perceptions of support and knowledge of developmentally appropriate curriculum and instruction in the two organizationally different settings of the junior high and the middle school. Teacher questionnaires were used as a source of data. From 127 returned questionnaires from teachers (a response rate of 79.4%) several conclusions were drawn. Among them were that: (1) the level of professional teaching efficacy was significantly higher for middle school science teachers than it was for junior high science teachers; (2) as compared to the junior high school teachers, science teachers in the middle schools had a greater understanding of the curriculum and instructional strategies that are most appropriate for adolescent students; (3) school organization, certification type, perceptions of support, and knowledge of developmentally appropriate curriculum and instruction are negligible predictors (5%) of personal efficacy; and (4) when type of school organization and type of certification are controlled for, knowledge of developmentally appropriate curriculum and instruction was the best predictor of professional science teaching efficacy for both middle and junior high school science teachers with secondary certification and for middle school science teachers with elementary certification. (PR)

ED 366 507   SE 054 134

Helgeson, Stanley L.; Kumar, David D.
A Review of Educational Technology in Science Assessment. Monograph Series Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Testing; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Homework; *Hypermedia; Science Activities; Science Education; Science Experiments; Science Tests; *Student Evaluation
IDENTIFIERS- Authentic Assessment

Emerging applications of microcomputers and hypermedia to assessment in science education are reviewed. Although the current use of technology consists mainly of computerized administration of multiple choice tests drawn from item banks, the potential advantages are much greater. Among these advantages are immediate feedback to students, formative evaluation with remediation possibilities, adaptive testing in

PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Art Education; Childrens Literature; *Curriculum Development; *Curriculum Enrichment; Dance; Drama; Elementary Education; *Humanities Instruction; *Interdisciplinary Approach; *Music Education; Teaching Methods

The humanities, an area of study often left out of the elementary curriculum, is essential as society becomes more global in nature. Because of the time restrictions in elementary teaching schedules, the humanities must be incorporated into the school program, not as an extra class, but as an enrichment of what is already taught. The purpose of this book is to present the humanities in a manner in which they can be incorporated. The book consists of the following: (1) the content of the humanities and a broad division of the humanities into primitive, classic, and modern; (2) specific suggestions offered for various levels of students for each of these areas, including music to listen to, to sing, to play along with; art to study and create; drama and movement to try out; and books to read; (3) suggested ways to incorporate these elements into the subjects being taught; and (4) resources including books, companies, catalogues, and materials which are presently available. The book is divided into four chapters. The first discusses humanities in the elementary classroom. It is divided into sections on teaching art, music, literature, drama, and movement and dance. The second chapter divides the humanities into the primitive, classical, and modern eras. The third chapter describes ways of incorporating the humanities. Suggestions discussed include themes, rhythm and repetition, the sun, water, hands, rabbits, mice, birds, humor, masks, self-concept, love, horror, the city and the country, technology and the environment, war and peace, and social class. (DK)

ED 366 527 SO 023 653

Smith, Dianne
Womanism and Me: I Know That I Know Why the Caged Bird Sings.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Studies; *Feminism; Higher Education; *Lesbianism; *Social Bias; Social Science Research; *Womens Studies
IDENTIFIERS- *Black Womens Studies

This paper begins with a college teacher's account of certain "re-memories" of what it was like to grow up black and female in the American South--an account that leads into a recital of all the things she did not know then but knows now. For example, she did not know that speaking and knowing are revolutionary acts that project the silenced, silent object into a ranting and raving, dangerous "I." Nor did she know that power and regimes of truth circulate through educational apparatuses; that language can be used in opposition to racist and patriarchal hegemony, and that individuals, including black women, can use their power to move from silence to speech. She

*Role of Education

This selected bibliography, designed to back up a working document of the International Bureau of Education (IBE), has been prepared for the 43rd session of the International Conference on Education (September 14-19, 1992). The document has been put together with the help of the Documentation Center of the IBE and the UNESCO database. It consists only of works in English and French, written or published during recent years. The bibliography is made up of the following sections: (1) "The New Concept of Development"; (2) "Culture and Development"; (3) "Education, Culture, and Development"; (4) "Cultural Identity"; (5) "Introduction to the Cultural Heritage"; (6) "Traditional Culture and Popular Culture"; (7) "Intercultural Education"; (8) "Language and Instruction"; (9) "Aesthetic and Artistic Education"; (10) "Moral Education"; (11) "Science Education (New Paradigms)"; (12) "Environmental Education"; (13) "School, Cultural Institutions, and Community"; (14) "School and Media"; (15) "Teacher Education"; (16) "Encouragement of Research"; and (17) "Cultural and Educational Policies." (Author/SG)

ED 366 547 SO 023 762

Engstrom, K.
Cultural Development through the Interaction between Education, the Community, and Society at Large. CContribution of Education to Cultural Development.
PUB DATE- Sep 92
NOTE- 12p.; Paper presented at the United Nations Educational, scientific and Cultural Organization International Conference on Education (Geneva, Switzerland, September 14-19, 1992). Forty-third Session. For related documents, see SO 023 753-761.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Resources; *Cultural Awareness; *Cultural Centers; Learning Activities; Local History; *Museums; *Resource Centers
IDENTIFIERS- Ecomuseum Model

Museums play an important role in the transmission of culture and traditions and provide a collective memory of a community. A number of museum related institutions, known as the Science Centra, have arisen to offer self-directed learning activities in problem solving and understanding the processes related to everyday life. In a modern society, it also necessary to learn to analyze critically information that the media provide. Museums and the Science Centra can be useful in this context as well and can offer students the opportunity to employ the media as learning tools. In recent years the "ecomuseum" also has arisen. An ecomuseum works to document the local heritage, to stimulate popular interest in that heritage, and to collect documentation of history. The ecomuseum model also provides a means of preserving indigenous languages and promoting their use and instruction. Cooperation among the various kinds of museums could help revitalize the cultural life of a community. At the same time, the cultural organizations can serve as catalysts of cooperation between schools and the broader community. This in turn can foster the view that cultural development is impossible without striking a balance between the natural environment and technical development and exploitation. (SG)

ED 366 548 SP 034 540

SPONS. AGENCY- Australian Sports Commission.
PUB DATE- Oct 92
NOTE- 15p.; This project was also sponsored by the Australian Capital Territory Junior Sport Council, the A.C.T. Office of Sport and Recreation and the A.C.T. Department of Education and Training.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Elementary School Students; Elementary Secondary Education; Foreign Countries; Leisure Time; *Physical Activities; Recreational Activities; Secondary School Students; *Student Attitudes; *Student Participation; Surveys
IDENTIFIERS- *Australia (Australian Capital Territory)

This executive summary discusses the methodology and findings of a survey of participation in sport by school-age young people in the Australian Capital Territory school system. The sample included 525 males and 523 females in grades kindergarten to 12. The survey assessed participation in 25 sports in 4 different contexts (playing sport in classtime at school, with family or friends, for their school, and for a sporting club). The survey also assessed favored leisure activities, reasons for playing their favorite sport, feelings when playing sports, perceived benefits of playing a sport, sporting heroes and heroines, watching sporting events, and sporting facilities. The most frequently played sports in classtime at school were aerobics/gymnastics, cricket/kanga cricket, volleyball, softball, and soccer/roo ball. The most frequently cited sports when playing sports for their school were swimming, netball/netta netball, soccer/roo ball, athletics, softball, and cricket/kanga cricket. When playing with family or friends, the most popular sports were bicycle riding, swimming, skating, tennis/ace tennis, and horseback riding. In playing sport for a sporting club, the most frequently chosen sports were athletics/little athletics, soccer/roo ball, swimming, aerobics/gymnastics, tennis/ace tennis, netball/netta netball, and cricket/kanga cricket. (JDD)

ED 366 567 SP 034 981

Traill, R. D.; And Others
SPORT IT! Evaluation: A Report to the Australian Sports Commission.
SPONS. AGENCY- Australian Sports Commission.
PUB DATE- Nov 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Athletics; Elementary Education; *Elementary School Curriculum; Elementary School Students; Elementary School Teachers; Foreign Countries; Motor Development; *Physical Activities; *Physical Education; *Program Evaluation; *Psychomotor Skills; Skill Development; Surveys
IDENTIFIERS- *Australia; *SPORT IT (Australia)

This report presents results of an evaluation of the SPORT IT! program, a 15-week fundamental motor skill development program for Australian elementary school students. The program is taught by classroom teachers and involves approximately five sessions on each of six skill units: locomotion, ball control, throwing, tracking and trapping, kicking, and striking. A survey of 208 teachers and 160 students in grades 2-6 in the Sydney (Australia) metropolitan area was conducted to evaluate

Belief Scales (1989), and mathematics understanding was measured by Riedesel and Callahan's (1977) elementary mathematics tests for teachers. Multiple regression analysis revealed that beliefs made a significant contribution to the model, that mathematics understanding made no direct contribution; and that the beliefs-by-mathematics-understanding interaction contributed significantly. Teachers who report teaching in ways that are consistent with the standards believe that children construct knowledge, that problem-solving is a context for learning computation skills rather than a culminating experience, and that children's natural development should determine the sequence of topics in elementary mathematics instruction. The beliefs-by-mathematics-understanding interaction indicates that greater mathematical understanding may enhance the influence of this type of belief. (LL)

ED 366 586   SP 035 006

Catalano, Anthony F.
High Involvement Teacher Education: Partnerships in Progress.
PUB DATE- Feb 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Career Change; College Graduates; *College School Cooperation; Collegiality; Educational Philosophy; Elementary Education; Field Experience Programs; Graduate Study; Higher Education; Holistic Approach; Mentors; Nontraditional Education; *Partnerships in Education; Preservice Teacher Education; *Program Design; *Teacher Education Programs
IDENTIFIERS- *Antioch University WA Seattle; Clinical Schools; *Teachers Teaching Teachers

Antioch University (Seattle, Washington) established its Teacher Certification program in 1991 with several goals in mind: to provide adult learners with a program designed around their special learning needs, to address critical teaching and learning issues in urban classrooms with diverse populations, to encourage collegial attitudes and behavior in a profession where isolation is the norm, and to prepare new teachers to serve as change agents in schools. The program is intentionally small, admitting 40-45 students as a cohort group each January with certification awarded the following December. The year-long program, offering an alternative approach to K-8 certification, is designed for mid-life adults who possess bachelor's or master's degrees, have been in the workforce, and who wish to work with children as classroom teachers. The Antioch program is alternative due to its philosophic orientation which is reflected in three main areas: (1) total program design, (2) roles, and (3) relationships. This paper describes the program; discusses the changes implemented as a result of a U.S. Department of Education grant and program strengths and weaknesses; and suggests directions for further improvement. (Contains 22 references.) (LL)

ED 366 587   SP 035 013

Siegel, Donna F.; Hanson, Ralph A.
A Longitudinal Evaluation Model for Teacher Education Programs.

tests are primarily designed for grades 4 through 6. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 607 TM 020 760

Geography. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Jun 91
NOTE- 23p.; Supersedes February, 1988 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; Elementary Secondary Education; *Geography; Postsecondary Education
IDENTIFIERS- Social Science Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 35 tests in this bibliography assess individual's knowledge regarding geography. Many of the tests are social science tests which are included because one their subtests measures geographical knowledge. Tests which assess study skills, such as map or graph reading, are not included in this bibliography. Although all age groups are represented, grades 7 through 10 are particularly heavily represented. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 608 TM 020 772

Music. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Sep 88
NOTE- 18p.; Supersedes January, 1987 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Aptitude Tests; Auditory Discrimination; Early Childhood Education; Elementary Secondary Education; Higher Education; *Music; Music Appreciation; *Performance Tests; Program Evaluation
IDENTIFIERS- Musical Aptitude; Test Bibliographies; Test Collection (Educational Testing Service)

The 25 tests in this bibliography are used to assess both musical aptitude and achievement. Some tests evaluate a school's music program while others are battery tests of which musical aptitude is only one part. Subjects which are also covered include singing, music theory, musical instruments, and music listening skills. All ages are represented, from kindergarten to higher education and adults. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the

NOTE- 66p.; For the 1991 report, see ED 338 769.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attention Deficit Disorders; Bilingual Education; Budgets; Cross Cultural Studies; Cross Cultural Training; *Cultural Awareness; Educational Change; Educational Planning; Elementary Secondary Education; English (Second Language); *Equal Education; Instructional Materials; Magnet Schools; Minority Groups; *Multicultural Education; *Needs Assessment; Parent Participation; *Program Evaluation; School Desegregation; School Districts; Sexual Harassment; Training; Transfer Students; Values
IDENTIFIERS- *Des Moines Public Schools IA

The Office of Intercultural Programs of the Des Moines public schools addresses the equity needs of the district through a wide range of equity services. The Office serves as a resource for students, parents, community, and staff, and provides service in the areas of: (1) the Voluntary Transfer Program; (2) paired and magnet schools; (3) extended day kindergarten; (4) English as a Second Language and bilingual programs; (5) Minority and Bilingual Community Liaison Advisor Program; (6) multicultural, nonsexist education; (7) cross-cultural awareness training; (8) the Military Achievement Program; (9) affirmative action; (10) discrimination compliance; and (11) sexual harassment training. An evaluation helped the staff prepare to meet the needs of the growing student population. Systematic equity efforts were framed by the revision of the district's Desegregation Plan and the publication of a formal document defining equity efforts. Strategic planning efforts involved parents, staff, students, and the community. As a result of the evaluation study, plans are underway to improve and expand services. Changes will be made in the Voluntary Transfer Program and efforts will be made to enhance the delivery of instruction for limited-English-proficient students. A major compliance thrust will be sexual harassment training for staff and students, as well as provisions for students with Attention Deficit Disorder. Each of the seven appendixes contains a table of evaluation findings. (SLD)

ED 366 627 TM 021 011

Son, Byungro; VanSickle, Ronald L.
Problem-Solving Instruction and Students' Acquisition, Retention and Structuring of Economics Knowledge.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Curriculum Development; *Economics; High Schools; High School Students; Instructional Effectiveness; Knowledge Level; Pilot Projects; Pretests Posttests; *Problem Solving; Productivity; *Retention (Psychology); Social Studies; *Teaching Methods
IDENTIFIERS- *Knowledge Acquisition

The effectiveness of problem-solving instruction in promoting high school students' acquisition, retention, and structuring of economics knowledge was studied through six economics classes. The problem-solving instruction model was developed based on problem-based learning in medical education, following

Activities; Data Collection; Demonstration Programs; Early Intervention; Elementary Education; *Elementary School Students; Field Studies; *High Risk Students; Homework; Interviews; *Mississippi Band of Choctaw (Tribe); Parent Attitudes; *Prevention; Program Evaluation; Recreational Activities; Student Attitudes; *Substance Abuse; Tutoring
IDENTIFIERS- External Evaluation; Mississippi

The OSAP High Risk Youth Demonstration Program of the Mississippi Band of Choctaw Indians is directed toward the prevention of substance abuse through experiences offered in an after-school program. This is the second year that the program has been implemented in the six elementary schools and one middle school of the Mississippi Choctaw reservation. In 1990-91, the project was designed to serve an estimated 610 students, although 710 were actually enrolled. The program included five components: (1) tutoring on homework; (2) drug education; (3) recreation; (4) snacks; and (5) cultural activities. The external evaluation included a review of activities, verification of data collection for internal evaluation, a review of the preceding evaluation, a summary of evaluator field visits, including interviews with teachers, principals, and parents in participating schools, and a report of observed strengths and weaknesses. In five of the seven schools, the program is being implemented with great fidelity to the model described in the funding proposal. Overall, the program is very effective. Although community substance abuse has not lessened, very few cases are found among the children. Parent and student attitudes toward the program are favorable. It is also apparent that a strong principal is the key to effective program functioning. (SLD)

ED 366 645 TM 021 056

Potts, Bonnie
Improving the Quality of Student Notes. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Encoding (Psychology); Higher Education; Instructional Effectiveness; *Lecture Method; *Memory; *Notetaking; Recall (Psychology); Secondary Education; *Student Participation; *Teaching Methods; Time Management; Writing Skills
IDENTIFIERS- ERIC Digests

Several recent investigations have suggested that students need help with their notes, as even successful students may fail to record many ideas communicated by the lecturer. Results also suggest that there is value in having students participate in the notetaking process in that they are more likely to remember what they have noted, even if full notes are provided by the instructor. Several studies have indicated that students are able to achieve more on tests when they are provided with partial notes to review. Several formats have been examined for partial notes, and it appears that skeletal notes, with the main ideas supplied and space left for students to fill in the gaps, are the most effective. Ideally, the instructor is for young people. Following the introduction and opening statements, session topics included: (1) successfully recruiting young volunteers; (2) keeping young people involved in a volunteer program; (3) how to make a volunteer experience meaningful; (4) leadership opportunities for young volunteers; (5) practical realities of using young volunteers; (6) plenary session with keynote speech by J. Richard Munro; (7) supervising young volunteers; (8) getting young volunteers off to a good start; (9) training for school and nonprofit staff; (10) locating resources; (11) how nonprofits and schools can work together more effectively; and (12) model programs. Contains 51 resources and suggested readings. (SLD)

ED 366 665 UD 029 642

May, Stephen A.
Beyond Basket Weaving: Multicultural Education and Whole-School Reform.
PUB DATE- Sep 93
NOTE- 28p.; Paper presented to the British Education Research Association Conference (Liverpool, England, United Kingdom, September, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Bilingual Education; *Cooperative Planning; *Cultural Pluralism; Definitions; Educational Change; *Educational Innovation; Educational Theories; Elementary Secondary Education; Foreign Countries; Individualism; Inner City; Minority Groups; *Multicultural Education; Urban Schools
IDENTIFIERS- Maori (People); *New Zealand (Auckland); Pacific Islanders; Samoans

This paper outlines the various limitations of several multicultural education initiatives and explores the conditions necessary for making multicultural education actually work. The conditions examined include the centrality of first language maintenance and the reconstituting of curriculum, pedagogy, evaluation, and organization at the school level. In addition, the paper discusses the controversy of multiculturalism versus antiracist education and assimilation. The multicultural educational program initiated at the Richmond Road School in Auckland, New Zealand is offered as an example of what can be achieved when multicultural education is combined with a critically conceived approach to whole-school reform. Reasons for its success are examined, focusing on the facts that: (1) the various school structures necessary to establishing an effective approach to multicultural education have been developed over many years; (2) the change process has involved staff cooperatively and collaboratively; (3) a high degree of theoretical literacy in multiculturalism was developed among teachers; and (4) a conversancy with theory resulted in an approach to multicultural education that was considered workable for staff and served the interests of all concerned. It is concluded that the structural changes implemented at Richmond Road demonstrate that multicultural education can be effectively reconceived in order to make a difference for minority children. (Contains 54 references.) (GLR)

ED 366 666 UD 029 683

Atlanta Public Schools School Report, 1992-93. Research and Evaluation. Final Copy.
PUB DATE- 93

setting. The book is divided into four main parts. Part 1 explains key components, operational mechanics, and case studies of the school-based collaboration model. Part 2 outlines a philosophy and method of raising healthy children that is the foundation of successful, collaborative adult management of children. Part 3 reports case studies involving collaborative team interventions. Finally, part 4 presents guidelines for establishing and implementing a school-based ecosystem collaboration program. Contains over 100 references and an index. (GLR)

ED 366 684 UD 029 705

Bennett, Claudette E.
The Black Population in the United States: March 1992.
PUB DATE- Sep 93
NOTE- 120p.; For the March 1991 report, see ED 351 433. Appendices contain small, quasilegible print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Black Achievement; *Black Employment; Black Family; *Black Population Trends; Census Figures; Comparative Analysis; Demography; Economically Disadvantaged; *Economic Status; Educational Attainment; Educationally Disadvantaged; *Educational Status Comparison; Family Income; *Family Structure; Living Standards; Marital Status; Minority Groups; National Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- Current Population Survey

This report presents a statistical portrait of the demographic, social, and economic characteristics of the black population in the United States that is based primarily on the March 1992 Supplement to the Current Population Survey. Topics covered include: population growth; marital status; family type and distribution; the living arrangements of children; education; employment; unemployment; occupational distribution; family income; earnings; poverty status; and the tenure of householders. Among the findings presented are the following items: (1) between 1980 and 1992, the number of black adults holding a bachelor's degree increased 12 percent; (2) black families had real median income of $21,550 in 1991 compared to $37,780 for white families; (3) between 1980 and March 1992, the black population increased 0.8 percent to 12.3 percent of the total population; (4) in March 1992, 54 percent of blacks lived in the South, whereas 68 percent of the whites lived in the North and West; (5) 8 out of 10 blacks over age 54 lived in metropolitan areas of the country, and within these metropolitan areas, 7 out of 10 lived in the inner cities; (6) between 1980 and 1992 there was a decline in the number of black married couples with an increase in the proportion of black families maintained by women with no spouse; and (7) unemployment is twice as high for blacks as for whites. Appendices provide copies of study questionnaires used, study definitions and explanations, and the source and accuracy of estimates information. (GLR)

ED 366 685 UD 029 707

Slovacek, Simeon P.; And Others
Project Support Evaluation, Los Angeles Unified School District. Report No. 1.
PUB DATE- 27 Oct 93

Teaching of Multicultural Courses" (Luis F. Sfeir-Younis); "Anti-Racism and Multiculturalism in a Law School Class" (T. Alexander Aleinikoff); "Our Lives, Our Histories" (K. Scott Wong); "'A Circle of Learners': Teaching About Gender, Race, and Class" (Linda Frankel); "Multicultural Teaching in Public Health: A Course on Gender, Race, Ethnicity, and Health" (Irene Butter and Kristine Siefert); "The Latina: A Teaching Experience" (Eliana Moya-Raggio); "Lesbian Studies and Multicultural Teaching: A Challenge in Diversity" (Patricia Myers); "The 1988 Presidential Campaign and Multicultural Education" (Bunyan Bryant); "Seeing the Whole of the Moon" (Sharon E. Sutton); "How I Teach Mathematics to Minorities" (Martha Aliaga); "Racial Bias in Science Education" (Lewis J. Kleinsmith); "Waking Up to the World: A Multicultural Approach to Writing" (Ralph D. Story); "Should and Can a White, Heterosexual, Middle-Class Man Teach Students About Social Inequality and Oppression? One Person's Experience and Reflections" (Thomas J. Gerschick); "On Engaging Students in a Multicultural Course on a Global Scale: Risks, Costs, and Rewards" (Ann E. Larimore); "Social Psychology" (Elizabeth Douvan and Joseph Veroff); "Dialogue Groups: An Innovative Approach to Multicultural Learning" (Ximena Zuniga and Biren A. Nagda); "Combating Homophobia Through Education" (Billie L. Edwards et al.); "FAIRteach: Faculty Development on Issues of Racism and Diversity" (Linda Frankel); and "Constructing a Teaching Assistant Training Program with a Multicultural Emphasis" (David Schoem). Also included are a round-table discussion on multicultural teaching, a question and answer section on multicultural education and conflict in the classroom, and classroom and workshop exercises. Contains a bibliography of over 340 items and an index. (GLR)

ED 366 704   UD 029 733

Stromquist, Nelly P., Ed.
Education in Urban Areas. Cross-National Dimensions.
PUB DATE- 94
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Developed Nations; *Developing Nations; Dropout Programs; Economically Disadvantaged; Educational Economics; Educational Environment; *Educational Trends; Elementary Secondary Education; Foreign Countries; Government Role; High Risk Students; Inner City; *Politics of Education; Poverty; *Public Education; Rural to Urban Migration; Urban Culture; *Urban Education; Urban Environment; Urban Schools
IDENTIFIERS- Africa; China (Guanzhou); Latin America; Singapore

This book provides a collection of articles that covers urban education from both developed and developing countries. It presents five studies focused on the United States and other industrialized countries, two studies on Asia, two on Africa, and one on Latin American. Major sections discuss concepts and trends in urban education, the bureaucratic dynamics in urban educational systems, the important manifestations of state and response, and issues totally peculiar to developing countries regarding the education experiences of women and marginal students. Articles and their authors are as follows: "Defining Urban in Educational Studies" (R. Murray Thomas); "Some Trends and Issues Affecting Education in the Urban Context" (Nelly P. Stromquist); "Urban Education and the Culture of Contentment: The Politics, Culture, and Economics of Inner-City Schooling" (Gerald Grace); "Safety Net or Safety Valve: How Choice is

McLaughlin and David Riesman; (12)"Students: Interests, Culture, and Activism" by Philip G. Altbach; (13) "Governing Boards" by Joseph F. Kauffman; (14) "New Dimensions for General Education" by Virginia Smith; (15) "The Humanities in the 1990s" by Alberta Arthurs; (16) "Hearts, Brains, and Education: A New Alliance for Science Curriculum" by Marian Cleeves Diamond; (17) "Improving the Quality of Instruction" by K. Patricia Cross; (18) "Behind the Open Door: Disadvantaged Students" by Flora Mancuso Edwards; (19) "Campus Climate in the 1980s and 1990s: Decades of Apathy and Renewal" by Ernest L. Boyer; (20) "Diversity on Campus" by Arthur Levine: and (21) "Standardized Testing in a National Context" by Donald M. Stewart. Also included is "Afterword: A Personal Note on Clark Kerr" by James A. Perkins. Name and subject indexes and information on the contributors are included. Individual papers contain references. (JB)

ED 366 268 HE 027 112

Rahkonen, Carl J.; And Others
Communication among Music Faculty, Department Chairs and Deans in American Higher Education.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Faculty; *Deans; *Department Heads; *Departments; Employer Employee Relationship; Higher Education; *Music; Music Teachers; *Organizational Communication; Teacher Attitudes; Teacher Role

A study was done of the communication and attitudes of college deans, chairpersons, and faculty in college music departments towards teaching, research, publication, community service, and institutional support. The study surveyed a representative sample of deans, chairs, and faculty from various disciplines at 453 institutions. The final sample included 142 deans, 392 department chairs, and 1,172 faculty from 9 disciplines. The study then separated music department information from other data which produced data from 29 deans, 41 chairs, and 98 music faculty. Results of analysis of the music department data indicated that: (1) one-third of faculty attend out-of-state professional meetings; (2) 25 percent of faculty had no funds for professional development; (3) funding for computers and books was seen as good or excellent by most deans but not by faculty; and (4) a much higher percentage of deans and chairs believed that they gave adequate merit salary increases than did the faculty. Results also showed significant differences in attitude among deans, chairs and faculty on weight that should be assigned to teaching, research, publication, committee work, activity in professional organization and community service. With respect to research, department chairs placed greater emphasis on research and publication than did either deans or faculty. (JB)

ED 366 269 HE 027 113

Strober, Myra H.; And Others
Report of the Provost's Committee on the Recruitment and Retention of Women Faculty.
PUB DATE- Nov 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

School Surveys; *Student Attitudes; *Teacher Attitudes;
*Teaching Methods
IDENTIFIERS- Cherry Creek Schools CO

This case study focuses on the impact of technology in the Peakview Elementary School (Colorado) which, in order to implement organizational and teaching strategies advocated by the school restructuring reform movement, installed more than 80 networked computers and related technology. The study relied on written surveys and interviews of teachers and students. Data were gathered at the beginning and end of the 1991-92 school year. Peakview was also compared with three other elementary schools. Findings are reported in the following areas: (1) use of technology, including prior experience, time factors, activities, use of media, use of hardware, use of multimedia, verbal and visual media, and equitable access; (2) impact on teaching, including changes in teacher work, ability levels, small-group instruction, competition versus cooperation, time on task, self-directed learning, multiple learning goals and styles, students as teachers, information access and research activities, and professional uses of technology; (3) implementation factors, including classrooms versus labs, computer coordinators, technical support, and taking computers home; (4) teacher attitudes, including student perceptions of teachers; (5) student achievement, including basic skills attainment, information access and use, problem-solving skills, communication skills, research and reporting, small-group work, and creativity; and (6) student attitudes, including student empowerment, attitudes of special needs children, and attitudes toward school, technology, learning, teachers, and self. (Contains 42 references.) (KRN)

ED 366 289 IR 016 479

Scarbeau, Brian G.
A Guide to Interactive Multimedia Technology.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programming); Communications; *Computer Assisted Instruction; Computer Software Development; Definitions; *Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Hypermedia; *Interactive Video; Menu Driven Software; Microcomputers; *Multimedia Instruction; *Standards; *Technological Advancement
IDENTIFIERS- Interactive Systems; *Multimedia Technology

There is much confusion about the new emerging technology called multimedia. Some experts call it the next revolution in computing. Still others in the computer field feel that this technology is just a lot of hype with new buzz words that will fade away in time. This paper reviews the origins of multimedia technology and provides a clear definition of what multimedia is. Computer platforms and the necessary peripherals used for multimedia are discussed. In addition, interactive multimedia authoring tools are reviewed, and the future of this emerging technology is explored. The future will depend on the operating system environment that developers choose. Anyone who wants to experiment with this technology should stay with the Windows environment. It is hoped that the Multimedia PC Marketing Council will set standards for full motion video. (Contains 14 references.) (SLD)

Videodisks; *Videotape Recordings

In order to meet the needs of the High Plains Intermountain Center for Agricultural Health and Safety, research was conducted to develop product evaluation methods for instructional videos. Compiling suggestions from the literature and synthesizing the instructional design methodology of several researchers, an instrument was developed to help a reviewer evaluate a video for its instructional quality. The following quality indicators are discussed: (1) content, including accuracy, usefulness, and bias; (2) instructional plan, considering objectives, presentation, application, learner reflection and interaction, and integration into the learning environment; (3) technical production, including design, content focus, visual quality, audio quality, and audio-visual relationship; and (4) supplemental materials, including introductory materials and content summaries. Two tables provide a sample compilation of data from the instrument and a data compilation form. An appendix contains the instrument itself. (Contains 17 references.) (SLD)

ED 366 309 IR 016 505

Media Log: A Guide to Film, Television, and Radio Programs Supported by the National Endowment for the Humanities, Division of Public Programs, Humanities Projects in Media.
PUB DATE- 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Television; *Educational Radio; *Educational Television; Films; *Humanities; Literature; *Mass Media; United States History
IDENTIFIERS- *National Endowment for the Humanities

This guide describes more than 800 film, television, and radio productions developed with the support of the National Endowment for the Humanities (NEH). NEH supports projects that convey significant scholarship to the general public and engage citizens in critical interpretation and analysis of the humanities. Film, video, and radio programs are listed in alphabetical order in one of the following eight sections: (1) United States History and American Studies; (2) Literature and Language; (3) World Culture and History; (4) History, Theory, and Criticism of the Arts; (5) Archaeology and Anthropology; (6) Philosophy, Religion, and Ethics; (7) Children's and Family Programming; and (8) General Humanities. Each program listing includes information about content, production credits, format, length, ancillary materials, awards, and current distribution agent (as of June 1992). All distributor addresses and phone numbers can be found in the back of the book. (TMK)

ED 366 310 IR 016 506

Woodruff, Ernest R.; Heeler, Phillip J.
Music Appreciation and Technology: An Evaluation of a Creativity-Based Approach Using a MIDI Environment.
PUB DATE- 21 Mar 93
NOTE- 16p.; Paper presented at the International Conference on Technology and Education (March 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 93
NOTE- 6p.; Update of ED 232 616.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Resources; *Educational Technology; Higher Education; Information Sources; Information Technology; Professional Associations; Scholarly Journals; Textbooks
IDENTIFIERS- *ERIC Digests

This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (JLB)

ED 366 331 IR 016 539

Best, Anita, Ed.; Mathis, Judi, Ed.
The 1993-94 Educational Software Preview Guide.
PUB DATE- Mar 93
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; *Computer Software Evaluation; *Courseware; Curriculum; Early Childhood Education; Educational Technology; Elementary Secondary Education; Microcomputers; Publishing Industry

This guide lists favorably reviewed, commercially available, microcomputer software for instructional use in preschool through grade 12. The guide is organized by the following curriculum areas: art; business education; computers; health; instructional tools, including authoring systems, computer assisted drafting (CAD), classroom management, database, desktop publishing, graphics generator/presentation, instructional materials generator, integrated programs, spreadsheet, telecommunications, and word processor; keyboarding; language arts; library media; mathematics, including advanced math, algebra, geometry/measurement, number, and statistics; multimedia; music; preschool/early childhood; problem solving/logic; science, including biology, chemistry, earth science, environmental education/ecology, general science, physics, space science, and scientific method/lab equipment; social studies; tests and testing; vocational education/industrial arts; and world languages. Each entry lists title, publisher, computer(s), network capability, annotation, mode (e.g., authoring system, education game, simulation), grade levels, and price. An alphabetical list of titles and publishers' addresses is also included. (TMK)

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Libraries; Elementary Secondary Education; Federal Aid; *Federal Programs; Futures (of Society); Higher Education; *Information Technology; *Institutes (Training Programs); Library Associations; Library Personnel; Library Services; *Public Libraries; *School Libraries; User Needs (Information)
IDENTIFIERS- *National Education Goals 1990

The U.S. Department of Education has awarded just over one million dollars to support institutes or training workshops primarily for school and public librarians. Under the Library Education and Human Resource Development Program, 15 institutions of higher education or library organizations nationwide have received funding for institutes that begin as early as fall 1993. Although the institutes are varied in subject matter and approach, all address at least one of two critical national priority areas: support for the National Education Goals or utilization of the latest technology to improve library services. Library personnel will be trained or retrained in: (1) areas of library specialization where there are currently shortages, such as school media, children's services, young adult services, science reference, and cataloging; and (2) serving the information needs of people who are elderly, illiterate, disadvantaged, or residents of rural America. How well libraries utilize new information technologies will play a key role in determining how well they serve Americans' information needs into the 21st century. For this reason, many of the institutes place heavy emphasis on training and retraining in information technology and management to improve services, especially in K-12 programs. This document provides contact information and summary descriptions for the 15 programs funded for fiscal year 1993. (JLB)

ED 366 352 IR 054 834

Information Technology: The Revolution Continues. Proceedings of the Annual College and University Computer Users Conference (38th, San Antonio, Texas, May 9-12, 1993).
PUB DATE- 93
NOTE- 490p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Administration; College Housing; College Students; *Computer Uses in Education; Electronic Publishing; Higher Education; Information Dissemination; Information Management; Information Processing; *Information Systems; *Information Technology; Money Management; Planning; Student Personnel Services; Technological Advancement; Training
IDENTIFIERS- *Computer Users; Student Support Services

The 36 papers contained in this collection from the College and University Computer Users Conference (CUMREC '93) are grouped under six topic areas. The main subject areas and examples of the topics covered are: (1) computer-based student support systems, including telecounseling and recruiting, a student advising system, the assignment of housing, academic planning assistance, food service, and a graduate student degree and progress tracking system; (2) student information systems, including the use of interactive voice response technology,

Corrective Strategies in Reading for At-Risk Community College Students.
PUB DATE- 93
NOTE- 57p.; M.S. Requirements, Long Island University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Computer Assisted Instruction; *Corrective Reading; Educational History; Program Descriptions; Program Effectiveness; Program Evaluation; Reading Assignments; Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Programs; Reading Tests; Remedial Reading; *Teaching Methods; Two Year Colleges

Focusing on corrective strategies for improving reading skills of at-risk community college students, this document reviews the history of such strategies, highlights current efforts, and assesses future needs. The first section traces the history of remedial reading programs at community colleges, beginning with small individualized sections introduced after World War II, and reviews guiding principles for corrective reading developed in 1965 by Savin Cohen, techniques proposed in 1975 by Kenneth M. Ahrendt, and information on a 1983 computer-based course at Cuyahoga Community College (Ohio). The second section reviews the current state of corrective reading efforts, highlighting programs at Nassau Community College (New York), Rock Valley Community College (Illinois), Moraine Valley Community College (Illinois), Evergreen Community College (California), and the University of Toledo Community and Technical College (Ohio). This section also reviews a study conducted at Austin Community College (Texas) which found no significant differences between the performance of computer-assisted and text-based remedial reading students but improved scores for increased practice time. The final section presents recommendations for improving remedial reading programs based on evaluations of existing programs, including requiring all curricular students to complete an assessment program, providing program assistants for students experiencing difficulties, teaching sociology or psychology with remedial reading, and utilizing computers in instruction. References and annotated bibliographies are included with each section. (ECC)

ED 366 371 JC 940 084

Turner, Anita P.
Predictability Research Study between General Educational Development Writing Skills Test and College Level Examination Program General English Composition.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Applicants; *College Entrance Examinations; Community Colleges; *Equivalency Tests; *High School Equivalency Programs; *Predictor Variables; Two Year Colleges; Writing Tests
IDENTIFIERS- *College Level Examination Program; General Educational Development Tests; North Shore Community College MA

A study was conducted at North Shore Community College (NSCC) to determine whether there was a particular score on the General Education Development (GED) Writing Skills Test that would predict a passing score for GED recipients on the College Level Examination Program (CLEP) General English Composition

(Sacramento, CA, March 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Educational Finance; Educational Legislation; Educational Needs; High Schools; *Job Skills; Job Training; *Labor Force Development; Postsecondary Education; Relevance (Education); State Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *California; *Tech Prep

This report presents information on the status of the Tech-Prep Programs in California community colleges and addresses the broader policy context of new federal initiatives--especially the School-to-Work Opportunities Act of 1993--in which the Tech-Prep Program is likely to develop in the future. Section I documents the recent growing concerns about the inadequacy of existing approaches to prepare young people for the transition from school to the world of work and identifies some of the most significant attempts to address those concerns, such as the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA), "Goals 2000: Educate America Act" (mandating that all states ensure that students meet all academic standards by 10th grade), and the School-to-Work Act (establishing a system for career preparation for all students in all public high schools). Section II elaborates on tech-prep as one model for improving the transition from school to work and details the implementation of that model in California in the past 2 years. Section III describes the provisions of the School-to-Work Opportunities Act of 1993, its relation to tech-prep, and California's recent application for a planning grant to prepare for implementation of that act during 1994. An inventory of Tech-Prep Programs in California, and performance criteria as prescribed by Title III, Part E, of VATEA are appended. (MAB)

ED 366 389 JC 940 109

Fiscal Year 1993 Unit Cost Report for the Illinois Public Community Colleges.
PUB DATE- Feb 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Community Colleges; Comparative Analysis; *Educational Finance; Expenditure per Student; *Expenditures; *Full State Funding; *Program Costs; *Public Colleges; Salaries; School District Spending; School Funds; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Used to determine grant rates for state financial support and as an accountability report to citizens, this unit cost report presents data for fiscal year (FY) 1993 on course offerings, enrollments and costs for Illinois public community colleges. Specifically, data are presented on midterm enrollments in student semester credit hours; costs for direct instructional salaries; direct departmental costs, such as contractual services, supplies, travel, and equipment; direct instructional equipment costs; and indirect costs in total dollar amounts. Highlighted findings include the following: (1) the average net instructional unit cost in the community colleges was $126.88,

PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Full Time Equivalency; Majors (Students); Noncredit Courses; Public Colleges; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mississippi

This statistical report offers statewide and college-by-college data on headcount enrollment at Mississippi's public community and junior colleges, focusing primarily on fall 1993. The nine tables in the report cover: (1) 5-year (fall 1989-fall 1993) headcount enrollment trends by curriculum for full- and part-time students; (2) total full- and part-time headcount in each curriculum by college by campus in fall 1992 and fall 1993; (3) total credit full- and part-time headcount in each curriculum in fall 1992 and fall 1993; (4) non-credit headcount enrollment by program (e.g., adult basic education, general equivalent diploma, Job Training Partnership Act, and literacy) by college in fall 1992 and fall 1993; (5) credit headcount enrollment by race (or resident alien status) by college in fall 1993; (6) total credit headcount enrollment in each college by Mississippi County in fall 1993; (7) students' residence status (i.e., in-district, out-of-district, out-of-state, or out-of-country) by college in fall 1993; (8) utilization of men's and women's dormitories by college, including information on the capacity and occupancy of the dorms; and (9) transportation services provided by the colleges, including information on the number of vehicles operated, average age, capacity, daily average of passengers, and mileage one-way. (AC)

ED 366 407 JC 940 140

Mississippi Public Community & Junior Colleges Statistical Data, 1992-93.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Expenditure per Student; Expenditures; *Faculty; *Institutional Characteristics; Public Colleges; Salaries; School Demography; School Funds; Student Characteristics; Tables (Data); Tax Allocation; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Community colleges are a primary mechanism for postsecondary occupational programs in Mississippi, with over 60% of the state's high school graduates who attend college attending community colleges. This report presents statistical data about the state's community colleges for 1992-93. The first section provides a list of board members and staff, a directory of community and junior colleges in the state, a map of the college districts, a schedule of the board of trustees meetings, and a brief foreword. The second section focuses on various enrollment issues, such as 5-year enrollment trends, credit and total enrollment by institution by campus for fall 1992, non-credit enrollment by college, percentages of in-district/out-of-district residency status by college, credit enrollment by county, and credit enrollment by race by college.

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Techniques; *Conflict Resolution; Curriculum Evaluation; Discipline; *Discipline Problems; Elementary Education; *Elementary School Students; Grade 3; Grade 4; *Group Dynamics; *Intervention
IDENTIFIERS- Florida

A practicum project designed to alleviate behavior and discipline problems at a Florida elementary school through the use of a conflict resolution curriculum that emphasized group interaction is described. The third- and fourth-grade students were asked to work cooperatively on projects that guided them through a series of strategies that taught them how to develop respect for themselves and others. Observations were made each month during the school year to ascertain if children were responding to the intervention. Pre- and posttest observations and surveys found that the students learned to communicate effectively with one another and respect themselves and others while learning to accept the unique qualities inherent in all individuals. (Six appendixes provide copies of parent letters, attitude surveys, monthly and final observation report forms, posttest surveys, and references for classroom intervention techniques.) (MDM)

ED 366 427   PS 021 971

Cadwallader, Kathleen Karen
Improving Faculty and Staff Relationships at an Elementary School Site through a Collegiality Program.
PUB DATE- 93
NOTE- 222p.; Ed.D. Practicum Report, Nova University. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Collegiality; Cooperation; Elementary Education; *Elementary School Teachers; *Interpersonal Relationship; Questionnaires; *School Personnel; *Staff Development; Teamwork; Work Environment

A practicum project was designed to improve communications, exchange of ideas, and interpersonal relationships among 37 teachers and school staff members in a rural elementary school in an economically depressed area. Monthly "spotlight" gatherings were held, featuring ethnic foods, experiential activities, demonstrations, and discussions of classroom operations, strategies, and procedures. Follow-up projects and teacher-staff team activities also were utilized. Pre- and postintervention surveys indicated that the vast majority of teachers and staff members felt that the project had improved communication, sharing, and teacher-staff relations at the school. Twenty-four appendixes provide copies of various forms, documents, questionnaires, and photographs used and produced by teacher-staff relations program. Contains 38 references. (MDM)

ED 366 428   PS 021 983

Brooks, Jacqueline Grennon; Brooks, Martin G.
In Search of Understanding: The Case for Constructivist Classrooms.
PUB DATE- 93
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

This booklet examines the influence of television on children and adolescents in developing and developed nations, reviewing research on television's relationship to child health and development. The first section reviews specific research on such variables as number of television sets in use, amount of time spent watching television, age, sex, urban versus rural settings, and types of programs viewed. The second section examines the effects of television on child health, discussing frequent but minor disorders such as sleep disorders, effects on eyesight, and disturbed attention span and concentration, along with serious but exceptional disorders such as epilepsy, severe anxiety, and suicidal behavior. The third and fourth sections look at the positive and negative impact of television on intellectual development, language skills, social development, cognitive development, and socialization. The two last sections, respectively, review research on the impact of television on children in Asia and outline a Brazilian initiative to use television to educate young people, many of whom do not attend school regularly. An appendix describes the Training TV Viewers television program used in Brazil to educate people about the positive and negative influences of television. (MDM)

ED 366 448 PS 022 064

Child Care Resources Catalogue: Child Care Initiatives Fund Projects = Des ressources en services de garde a l'enfance: Projets de la Caisse d'aide aux projets en matiere de garde des enfants.
PUB DATE- Nov 92
NOTE- 497p.
LANGUAGE- English; French
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; *Day Care; *Early Childhood Education; *Educational Research; *Educational Resources; Foreign Countries; Government Publications
IDENTIFIERS- *Canada

This catalog lists end-products of projects sponsored by Health and Welfare Canada under the Child Care Initiatives Fund. These resources include final reports, manuals, books, conference proceedings, videos, kits, and pamphlets. The resources are listed numerically by project number, with each one-page listing providing: (1) product title; (2) sponsor; (3) address; (4) telephone and fax number; (5) contact person; (6) product type; (7) language; (8) availability; and (9) a short abstract describing the product. Comprehensive multiple indexes allow searching by sponsor or author name, title, and subject. Listings, indexes, and all other information are provided in both English and French. (MDM)

ED 366 449 PS 022 071

Prenatal Exposure to Substances of Abuse: An Evaluation of the Drug Free Schools and Communities Act Emergency Grants Program.
PUB DATE- Aug 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Drug Abuse; *Drug Education; Elementary School Teachers; Identification; *Inservice Teacher Education; *Prenatal Influences; Preschool Teachers; Primary

Observational Study of Early Childhood Programs. Final Report. Volume II: Chapter 1-Funded Early Childhood Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 222p.; For Volume I, see PS 022 188.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Cognitive Development; Day Care Effects; Disadvantaged Youth; Early Childhood Education; Emotional Development; Federal Aid; Financial Support; High Risk Students; *Preschool Children; *Preschool Education; *Preschool Evaluation; *Program Effectiveness; Social Development
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Observational Study of Early Childhood Programs, which examined 119 preschool programs in 5 states, was designed to describe the classroom experiences of economically or educationally disadvantaged 4-year-olds and to examine linkages between characteristics of early childhood programs and activities of children and teachers in the classroom. This report describes a substudy of approximately 750 children in 55 prekindergarten classrooms funded all or in part with money from Chapter 1 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. The substudy described was designed to examine relationships between Chapter 1-funded prekindergarten classrooms and children's cognitive and social-emotional development, and to describe how the programmatic experiences of children changed from prekindergarten to kindergarten. The substudy found that Chapter 1-funded programs did not contain a larger number of high-risk students than the programs in the larger study, and that they were comparable in quality to the programs in the larger study. Although global ratings of classroom quality demonstrated that most of the sample classrooms were adequate, they did little to predict child outcomes in these classrooms. Three appendixes provide information about the use of Chapter 1 funds in prekindergarten, a rationale for changing the substudy design, and discussion of issues related to the Bronson Social and Task Skills Profile. Includes 139 references. (MDM)

ED 366 470 RC 019 271

Washinawatok, Karen
Teaching Cultural Values and Building Self-Esteem.
PUB DATE- Mar 93
NOTE- 21p.; B.A. Requirements, NAES College/Menominee Study Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indians; *Cultural Education; Elementary School Students; Grade 1; *Native Language Instruction; Primary Education; Self Esteem; Student Attitudes; Summer Programs; *Tribally Controlled Education; *Values Education
IDENTIFIERS- Culturally Relevant Curriculum; *Cultural Values; *Menominee (Tribe)

The Menominee Pride Program was a whole-language summer program developed for first grade students at the Menominee Tribal School in Keshena, Wisconsin. The purpose of the program was to increase students' self-esteem by imparting Native values, culture, and language. The curriculum focused on three legends children increased by 2.5 percent. Other risk factors prevalent among poor rural children included a 26 percent increase in the number of single-parent families headed by women and a continued high percentage of parents with low education levels. Poverty rates among rural children were highest in the Southwest and the South, and were higher among minority groups than among whites. Recently proposed changes in the criteria for county eligibility for Chapter 1 grants would affect more rural counties than urban counties and more rural children than urban children. About 12 percent of all rural poor children live in counties that would lose eligibility for Chapter 1 concentration grants. Appendices contain graphs, figures, and data tables; methodology; and numbers of poor rural children and all poor children by state and ethnic group. (SV)

ED 366 489   RC 019 491

Schleien, Stuart J.; And Others
Integrated Outdoor Education and Adventure Programs.
PUB DATE- 93
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Adventure Education; *Disabilities; Exceptional Persons; Group Dynamics; *Mainstreaming; Normalization (Disabilities); *Outdoor Education; Program Administration; *Program Development; Social Integration
IDENTIFIERS- Inclusive Educational Programs; Outdoor Recreation

This guide presents a comprehensive framework for the development and provision of outdoor education and adventure programs for people of all abilities, including those who significantly challenge the service delivery system. Chapter 1 provides a rationale for the integration of disabled persons into outdoor education and adventure programs, and discusses benefits of integration for participants with and without disabilities. Chapter 2 describes administrative processes and issues related to organizational goals and mission, funding and logistics, safety and liability, physical accessibility, participant recruitment, staff selection and training, and volunteers. An "Integration Administrative Concerns Matrix" categorizes steps in the administrative process, potential problems, and recommended strategies. Chapter 3 explains how to assess participants' needs, abilities, and interests in order to match participants with appropriate physical environments and with each other. Chapters 4 and 5 provide practical guidelines for promoting healthy group processes, building individuals into a team, and adapting activities and outdoor techniques to participant abilities. Chapter 6 contains six complete outdoor lesson plans involving nature study, recycling, cross-country skiing, kayaking, navigation, and canoeing. Chapter 7 illustrates a systemic approach to inclusion in two exemplary Minnesota programs--Wilderness Inquiry and the Bloomington Park and Recreation Division. Appendices include water safety policies, participant application forms, accessibility survey, and a list of agencies and associations serving disabled persons. Contains 92 references, many photographs, and an index. (SV) which the test is adjusted to match the students' level of performance, monitoring of homework, and laboratory activities. (Contains 42 references.) (Author/AA)

ED 366 508 SE 054 135

Berlin, Donna F.; White, Arthur L.
Integration of Science and Mathematics: What Parents Can Do.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 22p.; 1993 Digest Article.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Interdisciplinary Approach; Mathematics Education; Parent Influence; *Parent Participation; Parents as Teachers; *Science Activities; Science Education; *Science Instruction
IDENTIFIERS- National Center for Science Teaching and Learning; Science Process Skills

The purpose of this digest is to suggest to parents opportunities and experiences in their daily life that can help to illustrate the integration of science and math. It is hoped that parents will share these and other experiences with their children and the results of these experiences with The National Center for Science Teaching and Learning. This digest, written for parents and their children, provides: (1) a review of national science and mathematics education reform documents, (2) a description of the Berlin-White Integrated Science and Mathematics Model, (3) parents and children at-home activities, and (4) selected resources. (PR)

ED 366 509 SE 054 136

Donmoyer, Robert
Rethinking the Form and Function of Scientific Research in Science Education. NCSTL Monograph Series. #5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 13p.; First presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Educational Anthropology; Educational Change; Educational History; *Educational Policy; *Educational Research; Elementary Secondary Education; Higher Education; Qualitative Research; *Science Education; Science Teachers
IDENTIFIERS- Deweys Experimentalism; Journal of Research in Science Teaching; *National Center for Science Teaching and Learning; Reform Efforts; Science Education Research; Thorndike (Edward L)

The basic premise explored in this paper is that the conception of educational research which has dominated thinking in the past and continues to influence how the research community thinks and what it does today is inadequate and to some extent, inappropriate. This paper is divided into four sections. Section 1 explicates the traditional conception of research in goes on to say that black women have struggled to use their power through speech to define and redefine for themselves who they are. Such women can be called "womanist," Alice Walker's term for black feminist. The term suggests outrageous, audacious, willful, serious behavior. Such terms as "domineering" or "hard to get along with" have been used as stoppers to silence the womanist's voice and her critique of oppressive situations to shame the womanist into submissiveness. The womanist contributes to the world of academia through the development of a theoretical perspective which moves away from a structuralist approach that seeks to snuff out her existence and intellect. She knows there is a world which is not yet, and that this world exists within her and "the not yet but that which can be." (Contains 20 references.) (SG)

ED 366 528   SO 023 671

Lemin, Marion, Ed.; And Others
Values Strategies for Classroom Teachers.
PUB DATE- 94
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Curriculum Enrichment; *Ethical Instruction; Foreign Countries; Interdisciplinary Approach; *Learning Activities; Secondary Education; Teaching Methods; *Values; *Values Clarification; *Values Education

This document is a reference for teachers to use in incorporating values education into all subject areas through the activities listed in the book. The book contains 16 chapters, of which about half provide guidelines, discussion and activities related to values in general, and half suggest activities specific to individual areas of study. In the first half, values exploration in schools is discussed, followed by a consideration of techniques for building values exploration into existing programs. If students are to develop an awareness of their own values and have a critical awareness of the values of others, they need practice in recognizing, examining, and evaluating their own values and others' values. Values processes are listed as: (1) identifying and clarifying values; (2) comparing and contrasting values; (3) exploring and understanding feelings; (4) exploring conflicting values; (5) considering alternatives and their implications; and (6) making a plan of action. This half of the book also contains chapters on identifying and clarifying personal values, identifying values in others, and planning for the future. Activities are suggested for all of the values processes as well as individual subjects. Chapters 8 through 16 contain values activities pertaining to various aspects of learning in the arts, commerce, English, the environment, mathematics, personal development, science, studies of society and environment, and technology. Specific activities are included for girls in the technology learning section. Personal development activities deal with adolescent problems such as teenage parenthood, drugs, sexual relations, anorexia nervosa, friendship, and camps. References and a resource file also are included. Many of the activities include material suitable for photocopying to use as handouts in all subject areas. (DK)

Learning To Teach in North Carolina. Model Clinical Teaching Network.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Case Studies; *College School Cooperation; Cooperating Teachers; Curriculum Development; Distance Education; Electronic Mail; Elementary School Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Program Descriptions; Rural Schools; Secondary School Teachers; Special Education; Student Teacher Supervisors; *Student Teaching; *Summer Programs; *Teacher Education Curriculum; Teacher Educator Education; Tutorial Programs
IDENTIFIERS- *Clinical Teacher Education; *North Carolina

Twelve North Carolina colleges and universities received state funds to support 3-year pilot programs related to clinical teaching in teacher education. Descriptions of the 12 programs, collectively known as the Model Clinical Teaching Network, are given in this report. These pilot projects include one or more of the following features: use of summer periods to provide teacher education students with paid supervised teaching activities; strong supervised teaching experience during the first year or two of full-time teaching; cooperative development of one- and two-year clinical teaching programs for beginning teachers; and incorporation of experienced school teachers as clinical faculty with major responsibility for methods courses and student teacher supervision. The chapter titles are: "The Wisdom of Practice and the Magic of Technology Applied to the Clinical Preparation of Teachers"; "A Full Year's Perspective on Learning to Teach"; "Reflective Teaching in a Summer Clinical Model"; "A Developmental Approach to Teacher Education"; "Summer Student Teaching"; "Teacher Education through School-University Collaboration"; "Teacher Education through Partnership Model Summer School Program"; "Preparation of Public School Master Teachers To Be University Supervisors of Student Teachers"; "Summer Student Teaching of Children with Handicaps"; "Reform of Curriculum and Instruction in Teacher Education and in Elementary Schools"; "A Medical Education Model for Teacher Education"; "A Partnership of Equals: University Professors and Public School Teachers"; and "A Case Study Approach to Clinical Teaching." (IAH)

ED 366 549 SP 034 635

Gottesman, Barbara; And Others
South Carolina Center for the Advancement of Teaching and School Leadership: Professional Development Schools. Policy Paper Series 1.3.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Partnerships in Education; Preservice Teacher Education;

the 1992 pilot program, and a survey was conducted of 335 teachers and over 1,100 students following national implementation of the program in 1993. The evaluation analyzed teachers' feelings about school sport and factors influencing teachers' participation in SPORT IT!, teachers' feelings about the aims of SPORT IT!, program length, incentives, the manual, students' feelings about the program, and gender and age comparisons. Evidence suggests that SPORT IT! addressed the sporting skill needs of students, that students valued the program for the fun they experienced and the sportsmanship attitudes fostered by the program, and that the incentives (pizzas) promoted participation. Six appendices provide copies of survey forms and survey data. (JDD)

ED 366 568 SP 034 983

Provisions and Guiding Proposals concerning the Curriculum in Health and Sex Education.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum; Drug Abuse; Elementary Secondary Education; Foreign Countries; Guidelines; *Health Education; Health Promotion; Individual Development; Interpersonal Relationship; Life Style; *Sex Education
IDENTIFIERS- *Denmark

These guidelines for a health and sex education curriculum in Denmark outline the curriculum's aims and content. The aim of the instruction is to qualify pupils to further their own health and that of others, to contribute to pupils' knowledge of human health and the importance of life conditions and lifestyle to health, to develop pupils' understanding of different forms of relationships, and to develop the pupils' ability to assess ethical questions. The guidelines emphasize the influence of pupils' advance conceptions of health and lifestyles. Curriculum content is presented within three themes: personal growth and development, forms of relationships, and alcohol. Within these themes, specific topics covered include: health and sickness; friendship; sexual identity and sexuality; stress; sexually transmitted diseases and acquired immune deficiency syndrome; pregnancy, contraception, and abortion; body, exercise, and movement; food; alcohol, drugs, and tobacco; housing environment; work environment; external environment; and peace in the world. Each theme is treated from the following five perspectives: the importance of the physical and mental health of the human being, connections with the conditions of life, connections with lifestyle, ethical questions and considerations, and possibilities of action with a view to changes in the conditions of life and in lifestyle. (JDD)

ED 366 569 SP 034 984

Allison, Pamela C., Ed.
Echoes II: Influences in Elementary School Physical Education.
PUB DATE- 94
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB DATE- Feb 94
NOTE- 64p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Research; Followup Studies; *Formative Evaluation; Higher Education; Longitudinal Studies; Models; Operations Research; Program Costs; *Program Evaluation; *Summative Evaluation; *Teacher Competencies; Teacher Competency Testing; *Teacher Education Programs
IDENTIFIERS- *Confirmation (Strategy)

This presentation outlines, in operational terms, the components and products of a longitudinal evaluation model for teacher education programs, and discusses an approach to program evaluation that embodies activities within three taxonomical phases referred to as formative, summative, and confirmative evaluation. When applied to competency-based certification, a longitudinal evaluation model for a teacher education program is created that can link procedures and costs to actual effects and competencies. The paper describes this approach, the products produced, and the criteria for completion for each of the three evaluation phases. Tasks outlined set the agenda for a complete teacher education program evaluation system that would track policies and students in each specialty area program during its operational life. In this way, firm estimates of a program's long-term effects, benefits, and costs can be derived. Appendices provide criteria for completion of a formative, summative, and confirmative evaluation; examples of professional teaching competencies and indicators of each competency; information for possible consideration in a longitudinal student data base; and examples of items to include in the entrance, exit, and follow-up assessment instruments. (Contains 27 references.) (LL)

ED 366 588 SP 035 014

Bloodsworth, Gaston; Fitzgerald, Doris
Preparing Teachers for the Rural World.
PUB DATE- Mar 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Curriculum Design; *Educational Practices; *Education Courses; Elementary School Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Rural Education; *Rural Schools; *Rural Urban Differences; *Rural Youth; Secondary School Teachers; Student Characteristics; Teacher Education Programs; Urban Education
IDENTIFIERS- *Reform Efforts

Most educational movements have been in the direction of national standards, have been urban oriented, and often have failed to recognize or acknowledge the uniqueness of rural education. Consequently, rural education has become little more than a second thought as teachers' skills are developed. This paper examines the contribution colleges of education can make to school restructuring by including the unique needs of rural education as a legitimate entity in curricula and pedagogical instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 609 TM 020 773

Nutrition. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Oct 90
NOTE- 30p.; Supersedes August, 1988 Edition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Early Childhood Education; *Eating Habits; Elementary Secondary Education; Higher Education; Nutrition; *Occupational Tests; Program Evaluation
IDENTIFIERS- Health Education Tests; Nutrition Knowledge Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 58 tests in this bibliography assess an individual's knowledge and attitude toward nutrition, health and food. All age groups are represented. Some tests target nutritional knowledge. The majority of tests include nutrition as a subset of larger issues including medical knowledge, attitudes toward eating, and accessing social or health programs. Each test citation may include the following data elements: AN (a six-digit identification number assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 610 TM 020 775

Physics and Physical Science. ETS Test Collection. Annotated Bibliography of Tests.
PUB DATE- Oct 92
NOTE- 22p.; Supersedes March, 1990 Edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement Tests; Annotated Bibliographies; College Entrance Examinations; Diagnostic Tests; Licensing Examinations (Professions); Physical Sciences; *Physics; *Science Tests; Secondary Education
IDENTIFIERS- Mechanical Comprehension Tests; Physics Tests; Placement Tests; Test Bibliographies; Test Collection (Educational Testing Service)

The 36 tests in this bibliography are used to assess an individual's knowledge of physics and the physical sciences. Although there are 2 tests for primary education, the remaining 34 tests are targeted to high school students, college students, or adults. The majority of tests are concerned principally with physics. Some of the tests have physics as a subset of larger issues such as physical science, general science, general batteries, mechanical comprehension, or occupational knowledge. Each test citation may include the following data elements: AN (a six-digit identification number similar work by H. S. Barrows and R. M. Tamblyn (1980). Following a two-class pilot study, 80 students in the problem-solving curriculum and 83 in the expository treatment group were taught concepts related to productivity. A knowledge-acquisition instrument and a knowledge-structure instrument were administered. Analysis of covariance and independent t-tests were used to analyze data. No meaningful differences were found between the two instructional treatment groups in either acquisition or knowledge structuring, but limitations in the instruments and attrition in the sample make it impossible to judge the effects of the problem-solving treatment fully. The major significance of the study is the effort to initiate empirical investigation from a cognitive-psychological perspective. Results also suggest that effective acquisition of history and social studies knowledge and the development of higher cognitive skills are compatible and practically feasible. (Contains 40 references.) (SLD)

ED 366 628 TM 021 013

Waggener, Anna T.; Smith, Constance K.
Benchmark Factors in Student Retention.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Age Differences; Beliefs; Chi Square; College Students; *Decision Making; Dropouts; Enrollment; Ethnic Distribution; Family Influence; Goal Orientation; Higher Education; *School Holding Power; Self Concept; Sex Differences; Student Attrition; *Student Educational Objectives; Student Employment; *Withdrawal (Education)
IDENTIFIERS- *Benchmarking

The first purpose of this study was to identify significant factors affecting the first benchmark in retaining students in college--the decision to enroll in the first fall semester after orientation. The second purpose was to examine enrollment decisions at the second benchmark--the decision to re-enroll in the second fall semester after freshman orientation. The study was conducted at Southeastern Louisiana University in Hammond with 2,262 new and transfer freshman applicants who attended orientation in 1989. The Supplementary Enrollment Information instrument developed locally by the institution was used to collect data. Chi square analysis and t-tests were used to analyze the data. Family encouragement, the need for writing skills, belief in self, the goal to obtain a degree, amount of commitment, and living arrangements were important variables in deciding to enroll at the first benchmark. The decision to return to college at the second fall semester seems to be influenced by external factors such as minimal or no employment and the work environment, and by the student's level of involvement and success in academic pursuits. The two factors that were important at both benchmarks were the goal to obtain a degree and the firm or extra commitment to that goal. Sixteen tables and two figures present study findings. (Contains 7 references.) (SLD)

ED 366 629 TM 021 021

advised to provide both skeletal notes before the lecture and detailed notes afterward to afford maximum benefits to the students. The disadvantages of detailed notes, particularly in terms of instructor time, mean that few will choose this option. It can also be argued that students should improve the quality of their own notes to enhance the learning process. Providing skeletal notes in increasing quantity as a function of the lecturer's increasing information density is a suggested compromise. (Contains 7 references.) (SLD)

ED 366 646 TM 021 059

Pittman, Janeann C.; Hinton, Samuel
Children's Attitudes Towards School Reform: A Focus on Kentucky.
PUB DATE- Nov 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Age Grade Placement; *Cooperative Learning; *Educational Change; Elementary Education; Elementary School Students; Grade 3; Grade 4; Likert Scales; *Nongraded Instructional Grouping; Questionnaires; *Student Attitudes; Teaching Methods; Team Teaching; Thematic Approach
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; *Reform Efforts

The attitudes of students in ungraded primary and fourth grade classes toward educational-reform changes implemented in their classrooms were studied in Kentucky, using a sample of 53 students from the primary grades and 47 students from the fourth grade. Multi-age, multi-ability grouping, as experienced by these primary students, is a feature of changes under the Kentucky Educational Reform Act. These students were in a transitional phase, being involved in such groups for part of each day. Questionnaires requiring Likert-type responses were administered to these students. Responses suggest that students are accepting changes and seem to be adapting to teaching using the thematic approach, which emphasizes cooperative learning. Students in grade 4 preferred working by themselves more than the primary-grades group, though both groups accepted cooperative learning. Teachers are moving to more hands-on activities and are becoming more creative in the use of low-budget materials for projects. Two tables present student responses. (Contains 15 references.) (SLD)

ED 366 647 TM 021 061

Taylor, Ronald D.
Reassessing Performance Based Assessment.
PUB DATE- 13 Nov 93
NOTE- 18p.; Paper presented at the Annual Conference of the Missouri Unit of the Association of Teacher Educators (Osage Beach, MO, November 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Cost Effectiveness; Cultural Awareness; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Literature

NOTE- 2,283p.; Reports are arranged alphabetically by school name, from "Adamsville ES' to "Whitefoord ES".
LANGUAGE- English
EDRS Price- MF20/PC92 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; Comparative Analysis; Educational Assessment; Educational Quality; Elementary Secondary Education; Enrollment; *Institutional Characteristics; Profiles; Program Evaluation; *Public Schools; Scores; Standardized Tests; Statistical Distributions; *Student Characteristics; *Test Results
IDENTIFIERS- *Atlanta Public Schools GA; Education Consolidation Improvement Act Chapter 1; Iowa Tests of Basic Skills; *Performance Based Evaluation

This collection presents evaluation reports on 52 Atlanta (Georgia) public schools. Critical questions and key findings are presented for each school in the areas of: (1) general descriptive characteristics, such as enrollment, student mobility, Chapter 1 services, and prior experiences of students; (2) performance-based achievement on Georgia state measures; (3) performance in the Georgia Curriculum-Based Assessment Program; (4) results of the Iowa Tests of Basic Skills; (5) results of school projects; and (6) the progression status of the school in comparison with that of other schools. A descriptive data sheet gives a school profile, and tables (usually about six) present student achievement results. (SLD)

ED 366 667 UD 029 684

Shavit, Yossi, Ed.; Blossfeld, Hans-Peter, Ed.
Persistent Inequality: Changing Educational Attainment in Thirteen Countries. Social Inequality Series.
PUB DATE- 93
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Comparative Analysis; *Developed Nations; *Educational Attainment; Educational History; Educational Opportunities; Educational Trends; Elementary Secondary Education; Equal Education; Family Characteristics; *Foreign Countries; *Social Change; Socialism; Social Systems; Trend Analysis
IDENTIFIERS- Czechoslovakia; England; Germany; Hungary; Israel; Japan; Netherlands; Poland; *Stratification; Sweden; Switzerland; Taiwan; United States; Wales

This book encompasses a systematic, comparative study of change in educational stratification in 13 industrialized countries, exploring which societal conditions help reduce existing inequalities in educational opportunity. The contributors show that in most industrialized countries inequalities in educational opportunity among students from different social and economic strata have been remarkably stable since the early 20th century. Contributions include: (1) "Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries" (Hans-Peter Blossfeld and Yossi Shavit); (2) "Making the Grade: Educational Stratification in the United States, 1925-89" (Michael Hout, Adrian E. Raftery, and Eleanor O. Bell); (3) "Changes in Educational Opportunities in the Federal Republic of Germany: A Longitudinal Study of Cohorts Born between 1916 and 1965" (Hans-Peter Blossfeld); (4) "Family Background and

NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *After School Programs; Career Awareness; Community Involvement; Community Services; Cooperation; *Counseling; Cultural Awareness; *Delinquency Prevention; Drug Abuse; Elementary Education; Elementary School Students; Inner City; Intervention; Juvenile Gangs; Mentors; Pilot Projects; Program Evaluation; Tutoring; *Urban Youth
IDENTIFIERS- Los Angeles Unified School District CA; *Project Support CA

This report describes the first operating year of Project Support, a 3-year gang/drug prevention program aimed at elementary students in six inner city schools in the Los Angeles Unified School District. The project involves the implementation of nine strategies described in the research literature as being effective in drug/gang prevention. These strategies include drug/gang policy awareness, drug and gang prevention education, racial/cultural sensitivity development, after school alternative programs, tutoring, mentoring, community service opportunities, career awareness, early intervention counseling, and parent education. Results and recommendations are provided based on findings from approximately 3,277 students, 33 parents, and 50 teachers who participated in the various programs offered. Overall, the participating school staff are satisfied with the project, and there is some evidence that the project is making a difference in the target students' behavior. However, the report notes that delays in both funding and budgetary approvals for subcontracts have contributed to delays and postponements of service provision to all of the schools. Appendices contain the student attitudinal survey used in the program evaluation and a copy of the pilot-program self-evaluation. (GLR)

ED 366 686 UD 029 708

Kotloff, Lauren J.; And Others
Comparative Case Studies of Five Peer Support Group Programs.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Case Studies; Comparative Analysis; Data Collection; Interviews; *Peer Counseling; *Peer Influence; Peer Teaching; Prevention; *Program Descriptions; Program Development; Program Evaluation; Social Support Groups

This report examines five programs that use peer support groups as the key element of their prevention or intervention efforts in preventing or reducing the incidence of substance abuse, school failure, and other problems of adolescence. Chapter 1 provides introductory material. Chapter 2 contains background information on the peer program movement. Chapter 3 summarizes how the five study sites were selected and how data were collected at those sites. Chapter 4 gives detailed information on the following selected study site programs: Student Assistance Program; Louis Armstrong Manhood Development Program; Peer Group Connection; MELD Young Moms; and Twelve Together. Chapter 5 examines the resources and levels of support necessary to run a peer program, such as staffing, Constructed in an Urban Dropout Program" (Deirdre M. Kelly); "Disparities in Educational Development in a Fast-Developing Chinese City: The Case of Guangzhou" (W. O. Lee and Li Zibiao); "Inequitable Agricultural Extension Services in the Urban Context: The Case of Tanzania" (Malongo R. S. Mlozi); "Education and Docility: The Dilemmas of Singapore and the Next Lap" (Roger Boshier); "Neighborhood Associations and the Fight for Public Schooling in Rio de Janeiro State" (Nelly Moulin and Isabel Pereira); "The Growth Machine and the Politics of Urban Educational Reform: The Case of Charlotte, North Carolina" (Roslyn Mickelson et al.); "Rural Students in Urban Settings in Africa: The Experience of Female Students in Secondary Schools" (N'Dri Assie-Lumumba); "The Effects of War Trauma on Central American Immigrant Children" (Magaly Lavadenz); and "Street Children and Their Education: A Challenge for Urban Educators" (Adrian Blunt). Contains an index. (GLR)

ED 366 705 UD 029 734

Falcon, Adrienne; Rode, Peter
Hidden Dreams, Hidden Lives. New Hispanic Immigrants in Minnesota.
SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.; McKnight Foundation, Minneapolis, MN.
PUB DATE- Sep 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; Adult Education; *Aspiration; Economically Disadvantaged; Educationally Disadvantaged; Educational Needs; Employment Level; *Hispanic Americans; *Immigrants; Interviews; Limited English Speaking; Minority Groups; Psychological Patterns; Public Policy; *Social Integration; *Social Isolation; *Undocumented Immigrants
IDENTIFIERS- *Minnesota

This report examines the contributions, work experiences, dreams, living conditions, and fears of Hispanic immigrants living in Minnesota and shows how the state of Minnesota can be more welcoming and supportive of new immigrants through changes in laws, public policies, and attitudes. Information is presented based on interviews with 222 adults and 38 children. Findings include data showing that most (69 percent of this group) of the immigrants came to the United States to find work to support their families, most of which had one or more children. The study also reveals that immigrants pay more taxes than most Minnesotans, yet most of the jobs were low-paying service sector jobs; immigrants worry about being picked up by the immigration police and being deported; and immigrants have mental stresses stemming from loneliness and separation in addition to marital tension. To avoid detection, immigrant families seek a self-imposed anonymity that ultimately denies them the services available to others in the community, including educational opportunities. Most immigrants want to learn English so they can improve their employment status, become legalized, and share in the American dream. Recommendations for state consideration are provided that are designed to eliminate barriers to employment, education, and community services. An appendix looks at specific concerns expressed by immigrant children. Suggested readings are included. (GLR)

ED 366 706 UD 029 736

Hamner, Carole J.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Faculty Recruitment; Higher Education; Labor Turnover; *School Holding Power; *Self Evaluation (Groups); Sex Differences; Teacher Attitudes; *Women Faculty
IDENTIFIERS- *Stanford University CA

A committee studied the recruitment and retention of women faculty at Stanford University (California). The committee gathered data in four ways. First, they looked at Stanford-wide data on number and percentage of women faculty by school and department and reviewed faculty salary information by gender. Second, they compared Stanford data with data from comparable institutions for number and percentage of women. Third, they collected data on the experiences of faculty members through focus groups of a stratified random sample of junior faculty and young senior faculty; through review of questionnaires returned by faculty members; and through telephone interviews with a matched sample of faculty women and men, who had left Stanford in the past 5 years. Fourth, they spoke with department chairs about their recruitment and retention procedures and with chairs of recent faculty search committees about their recruitment procedures. Fifth, they gathered information on the use of the Faculty Affirmative Action Fund in past years. From their study the Committee developed 16 recommendations that fall under the categories of creating a culture of faculty support, increasing the number and percentage of women faculty, promoting salary equity and using benefits to enhance recruitment and retention, and assisting faculty to combine work and family. Appendices provide tables which detail findings by department and school. (JB)

ED 366 270 HE 027 114

Unified Budget Recommendations for Fiscal Year 1993-94.
PUB DATE- Dec 92
NOTE- 127p.; For the 1992-93 report, see ED 352 865.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Facilities Improvement; *Educational Finance; Educational Planning; Financial Needs; *Financial Support; *Full State Funding; *Higher Education; Long Range Planning; Private Schools; Public Colleges; *Resource Allocation; Retrenchment; *School Funds; State Colleges; State Universities; Two Year Colleges; Universities
IDENTIFIERS- *Alabama

This document presents funding proposals from the Alabama Commission on Higher Education for 1993-94. A cover letter states that certain conditions should apply before the recommended improvements in the allocation of scarce education resources take place: that the distribution of funds between the broad sectors of education remain as in previous years; that after 3 years of proration and reduced funding all institutions receive inflationary relief before any differential funding is provided to any institution; that funds beyond the cost of living adjustment be distributed according to the Equity Increment Index, and that all institutions attain 100 percent of the Regional Standard funding at the same time. Individual sections cover the following: (1) the executive summary of the 1993-94 Unified Budget Recommendations; (2) a detailed presentation of the Higher Education Unified Budget Recommendations Programs for the 1991-92 and 1992-93 appropriations, 1993-94 requests, regional standards, and

ED 366 290 IR 016 481

Craft, John E.; Matera, Frances R.
Broadcast News, Cable TV and the Telcos: A Historical Examination of the Rhetorical Forces Affecting the Electronic Distribution of Information to the American Television Public.
PUB DATE- Feb 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Journalism Historians Association (Salt Lake City, UT, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Broadcast Journalism; *Broadcast Television; *Cable Television; Computer Networks; Educational Technology; Federal Legislation; Futures (of Society); History; *Information Dissemination; News Reporting; *Telecommunications; *Telephone Communications Industry
IDENTIFIERS- Fiber Optics; First Amendment; *Regulatory Agencies; *Wired Nation

The historic development of the cable phenomenon is traced through industry rhetoric that promised a multitude of services and "voices" in exchange for benign regulations. The current rhetoric of the "wired nation's" latest entrant into the broadband information delivery business--the telcos--also is examined in order to assess possible effects on First Amendment issues and journalistic expression. Although the cable systems of today bear little resemblance to the CATV systems of the 1950s, they still do not offer the "wired nation" services that they promised. Currently, the telephone companies are seeking regulatory relief so that they might provide information and entertainment services that cable now offers. In the process, the telephone companies are resurrecting the "wired nation" promises. It is now the regional telephone operating companies that are promising the communications future through a fiber optic network, and the cable industry that has used the same arguments in the past is crying foul. (Contains 83 references.) (SLD)

ED 366 291 IR 016 482

Brown, Bob; Kester, Diane
College Students and Computers.
PUB DATE- Apr 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Computer Software; Higher Education; Hypermedia; *Preservice Teacher Education; Undergraduate Students; Use Studies; *Word Processing

The study reported in this paper examined the computer competencies of 193 undergraduate students at East Carolina University (North Carolina). A 10-item questionnaire inquired about previous computer courses in both high school and college. About 50 percent of the students had taken a computer course or had worked with computers at home or on the job. The study found that: (1) students had studied all sorts of programs in their previous schooling but had forgotten most of them; (2) students learned programs such as WordPerfect and Microsoft Word out of school and continued to use them; (3) students had little familiarity with DOS or other operating systems; and (4) few students were familiar with multimedia

DESCRIPTORS- *College Students; *Computer Assisted Instruction; Computer Software; *Creativity; Educational Technology; Followup Studies; Higher Education; Instructional Effectiveness; *Musical Composition; *Music Appreciation; Student Attitudes
IDENTIFIERS- Musical Instrument Digital Interface

One component of a model of creativity, the application of an understanding of elements, was explored through a study of college students applying their understanding of such musical elements as harmony, melody, rhythm, timbre, and dynamics. The 24 subjects were students in a music appreciation class, and the project was implemented using a microcomputer workstation with MIDI capabilities. Students first developed familiarity with the sequencing software and then practiced musical concepts by producing a melody. The Band-in-a-Box software program was used to produce accompaniment for their melodies. All but one subject completed the activities, and most completed them within the expected 2-hour time frame. To determine the effectiveness of this approach in facilitating learning musical concepts, a follow-up test was given at the end of the project. The mean score of the experimental group was higher than that of the 33-student control group, but the difference was not statistically significant. It is suggested that the creativity-based approach also yielded results not measured by the follow-up test, such as improved student attitude. Attachments present four lessons in the application of the sequencer. One table illustrates the discussion. (Contains 4 references.) (SLD)

ED 366 311 IR 016 507

Filiaci, Anne; Tammaro, James
Records Management Consultants for Local Governments. Local Government Records Technical Information Series No. 44.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensation (Remuneration); *Consultants; *Employment Qualifications; *Government Role; *Local Government; Objectives; *Personnel Selection; *Records Management; State Programs

This publication provides advice and guidance to local governments that are considering hiring a records management consultant. Such consultants can play a beneficial role in improving local government records management programs. However, local governments should not become overly dependent on consultants for routine or continuing work that should be carried out by the government's own staff. Once the need for a consultant has been carefully established, detailed job specifications should be written, with information about the government, project goals, qualifications needed, compensation, etcetera. A number of methods for soliciting proposals and selecting a consultant are described, and information concerning reporting requirements and the preparation of agreements for consulting services are presented. Assistance available through the New York State Archives and Records Administration is described. (SLD)

ED 366 312 IR 016 508

ED 366 332   IR 016 542

Watt, Daniel Lynn, Ed.; Watt, Molly Lynn, Ed.
New Paradigms in Classroom Research on Logo Learning.
PUB DATE- 93
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Classroom Research; *Computer Assisted Instruction; Cooperation; Educational Improvement; Elementary Secondary Education; *Instructional Effectiveness; Models; Problem Solving; *Programming Languages; Teacher Effectiveness
IDENTIFIERS- *Learning Environments; *LOGO Programing Language

The research reported in this monograph was conducted by university researchers and classroom teachers who investigated real teaching issues. Each study is a low-budget or no-budget collaborative research project that focuses on effective teaching and on learning and assessment of Logo in classrooms. The studies are concerned with small numbers of students in specific learning environments. The purpose is to understand, interpret, and improve learning. In addition to the preface and introduction, the book is divided into two major sections. The preface is titled, "Preface: New Paradigms in Classroom Research on Computer-Based Learning and Teaching" (Andrew Molnar). The introduction is titled, "Introduction: New Paradigms in Classroom Research on Logo Learning" (Daniel Lynn Watt, Molly Lynn Watt, and Graham Ferres). The first section is headed "Cognitive Outcomes of Logo Learning." This section includes the following research studies: "Making a Case for the Learning Culture as the Focus of Classroom Research on Logo" (Jim Dunne); "Domain Knowledge, Cognitive Styles, and Problem Solving: A Qualitative Study of Student Approaches to Logo Programming" (Karen Swan); "Creating a Successful Learning Environment with Second and Third Graders, Their Parents, and LEGO/Logo" (Irene Hall and Paula Hooper); "Researching for Effective Strategies of Teaching Variables to a Fourth-Grade Logo Class" (Donna N. Rosenberg); and "The Effect of One Logo Learning Environment on Students' Cognitive Abilities" (Karen Wilburg and Maria T. Fernandez). The second section is headed, "Logo Learning in a Social Context." This section includes the following research studies: "Bridging the Gender Gap with LEGO TC Logo" (Donna Cutler-Landsman); "Increasing Cooperative Behaviors in an Urban Middle School Classroom" (Patricia Rowe); "A Magnifying Glass Has Two Sides: Observing the Effects of Collaborating on Two Research Collaborators" (J. Dale Burnett and Warren Toth); and "An Action Research Collaborative from a Leader's Perspective" (Nan Youngerman). Most of the papers include references. (TMK)

ED 366 333   IR 016 544

Austin, Tackett; And Others
The Technology Advisory Council: A Vehicle for Improving Our Schools.
PUB DATE- 93
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050), Reference Materials - Bibliographies (131), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Annotated Bibliographies;

electronic transcripts, an online student credit system, a system for managing personal identification numbers, and the exchange of electronic transcripts; (3) finance and administration, including implementation of a paperless workplace, electronic forms processing, and financial management information solutions; (4) information resources management, including education and training, steps toward distributed data access, implementing data administration and strategic data planning, and campus wide information systems; (5) emerging technologies, including open systems, the networking revolution, evolution of smart card technology, image processing, interactive multimedia, and computer downsizing; and (6) strategic planning and management, including improved data access, business reengineering, and a survey on information technology issues in the 1990s. (KRN)

ED 366 353   IR 054 835

McClure, Charles R.; And Others
Federal Information Policy and Management for Electronic Services Delivery.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 21 Dec 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Delivery Systems; *Federal Government; *Government Role; Information Management; Information Networks; Information Services; *Information Technology; Interviews; Literature Reviews; Policy Formation; Private Sector; Public Policy; Public Sector; State Programs; Success; *Technological Advancement; *Telecommunications; User Needs (Information)
IDENTIFIERS- *Information Infrastructure; *National Information Systems

To assist the Office of Technology Assessment of the U.S. Congress in identifying and resolving policy issues related to the electronic delivery of government services, this study examined selected innovative information technology applications, management practices, and policies that promote experimentation and integration with new electronic modes of government services delivery. Critical success factors for management and key policy areas for information resources management were identified. Findings and recommendations are based on a range of data collection techniques including focus group sessions, interviews, literature reviews, and policy analysis. Section 1 provides background and an overview of the study method. Section 2 assesses information technology to support electronic services delivery. Section 3 suggests changes to redesign information resources management in support of services delivery, and section 4 reviews successful state and local practices in electronic services delivery. The study concluded that the federal government must undertake a concerted, major effort to build a modern information and telecommunications technology infrastructure to serve its own internal information resources needs and to deliver services to its citizens. The federal government must work on a partnership basis with other levels of government, non-profit organizations, and private sector organizations in developing a national information infrastructure. Seven figures and two tables illustrate the discussion. Appendix A lists topics for further research. (Contains 230 references.) (SLD)

Examination. A total of 73 GED recipients participated in the study. Each had received a standard score of 50 or above on the GED Writing Skills Test, received a total score of 225 or above on the entire GED battery, completed the GED tests at NSCC, had enrolled or planned to enroll at NSCC, and had been interested in receiving credit for English Composition I as a first- or second-semester student. Study findings included the following: (1) 41% of the study sample passed the CLEP General English Composition Examination with a score of 421 or above; (2) a GED recipient had a 63% chance of earning the score of 421 provided he/she had a total GED score of at least 261 and individual test scores of 51 in writing, 54 in social studies, 51 in science, 50 in literature and arts and 46 in mathematics; and (3) using Pearson's Linear Correlation analysis no statistically valid predictability existed between a particular profile of scores achieved on individual tests nor the total score and the passing CLEP score. The study report includes a summary of the research process used, the survey instrument administered to GED recipients who participated, and participant GED and CLAP scores. (AC)

ED 366 372   JC 940 092

Richardson, David
Changing the Organizational Structure of Nonacademic Departments for Institutional Effectiveness.
PUB DATE- 15 Nov 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Change Strategies; College Planning; Community Colleges; Computer Centers; *Educational Technology; *Learning Resources Centers; Organizational Change; *Organizational Effectiveness; Program Descriptions; *Program Improvement; Research Utilization; School Organization; School Surveys; Student Attitudes; Two Year Colleges
IDENTIFIERS- Virginia Highlands Community College

At Virginia Highlands Community College (VHCC), institutional assessment activities were used to evaluate the effectiveness of the Academic and Instructional Support Services (AISS) division, a non-academic unit which includes the Library for archival/retrieval purposes, the Learning Lab for the testing and learning center, and Instructional Support Services which provides resources related to information technology. Sources of information for the assessment included the AISS advisory committee, surveys of student use and opinions, the academic computing committee, and an external evaluation. In institutional effectiveness efforts at VHCC, non-academic departments are not held accountable for student "failure" or "success," but only for having a process in place for stating objectives, measuring accomplishments, and using results to improve programming. To maintain quality services, the AISS division adheres to the following objectives: (1) establish a clearly defined purpose; (2) formulate educational goals consistent with the institution's purpose; (3) develop qualitative and quantitative procedures for evaluating the extent to which these goals are being achieved; and (4) use the results of these evaluations to improve services and operations. The assessment identified several problem areas, including a lack of central planning for academic computing; too many workers reporting directly to one supervisor; an an increase of $3.44 from FY 1992; (2) the average full instructional unit cost was $132.84; (3) state average instructional costs per unit included direct salary costs of $49.62, direct department costs of $9.25, and direct equipment costs of $1.23; (4) state average support services costs per unit included academic administration and planning costs of $10.95, learning resources costs of $4.78, and student services costs of $11.74; (5) state average unit costs were $129.42 for Baccalaureate and General Academic programs, $136.78 for Business Occupational programs, and $113.77 for General Studies programs; and (6) public service expenditures increased $1.1 million in FY 1993. Unit cost totals from FY 1987 through FY 1993, and comparative data for the different campuses in the Illinois system are provided. (PAA)

ED 366 390 JC 940 110

Fall 1993 Salary Survey Report for the Illinois Public Community Colleges.
PUB DATE- Feb 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Comparative Analysis; Educational Finance; Faculty Workload; Full Time Faculty; Part Time Faculty; *Public Colleges; School Personnel; State Surveys; *Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Through its annual salary survey, the Illinois Community College Board gathers data about compensation received by employees in the 50 public community colleges in the state. This report contains data for fiscal year (FY) 1994 on contractual base salaries for full-time faculty; salary rates for part-time faculty, full-time faculty overload and summer term; salary schedules for full-time faculty with a master's degree; and institutional policies related to faculty salaries and contracts. Also, information is presented on contractual base salaries for non-teaching professional and administrative staff for FY 1994, salaries paid to selected administrators, a summary of FY 1994 monthly classified staff salaries, and FY 1993 fringe benefits for all full-time employees. Finally, the report provides FY 1994 mean percentage salary increases for all employees, the average total salary actually paid in FY 1993, and average salaries and increases from 1990 through 1994. Highlighted findings include the following: (1) FY 1993 average total salaries paid to full-time employees (including all overloads and compensation) were $47,845 for faculty, $51,481 for administrators, and $33,859 for other (non-teaching) professionals; (2) average contractual base salaries for FY 1994 were $45,817 for faculty, $53,469 for administrators, and $44,615 for other (non-teaching) professionals; and (3) FY 1994 salary rates per credit hour were $345 for part-time faculty, $483 for full-time faculty overload, and $563 for full-time faculty summer term. Detailed data tables with comparative information for the different institutions in the system are provided. (PAA)

ED 366 391 JC 940 111

A Fiscal Profile of the Illinois Public Community College System, Fiscal Years 1966-1994.

The third section highlights system finances, including a comparison of revenue by source and expenditure by program, county tax support, student fees, education and general expenditures by function and object, auxiliary enterprise revenues and expenditures, and expenditures per full time equivalent student by function. The final section features data on program completions by sex and race, percentage of program completions by race, academic faculty salaries, faculty average salary versus regional average salary, the learning resources survey for 1992, dormitory utilization, and transportation services. (MAB)

ED 366 408   PS 021 539

Lamb, Sharon; And Others
Early Responsivity to Moral Events: Physiological and Behavioral Correlates?
PUB DATE- Mar 93
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Age Differences; Child Behavior; *Emotional Response; *Heart Rate; *Moral Issues; *Predictor Variables; *Toddlers
IDENTIFIERS- *Response Patterns

This study investigated toddlers' reactions to morally related events to determine whether age was a factor in emotional reaction, whether the middle of the second year was a salient time for the emergence of emotional reactions to such events, and whether heart rate change could be used as a new measure of moral responsivity. While their heart rate was being monitored by an electrocardiograph machine, 51 toddlers aged 14 to 21 months were presented with three kinds of morally related events: (1) a prohibition to touch a certain object; (2) a distress cry from the experimenter who pretended to lose something important; and (3) a request to violate a standard, such as a request to spill juice on the floor. Toddlers' emotional responsivity to these events was measured by their heart rate changes, facial expressions, and latency to touch an object presented after the prohibited object. Although no clear relationship between heart rate and other measures of emotional responsivity and no clear age trends were found, those toddlers whose heart rates accelerated after the prohibition were less likely than other toddlers to touch the object that was presented after the prohibited object. Negative affect after the prohibition was expressed in the older age groups significantly more frequently than in the younger groups. (MDM)

ED 366 409   PS 021 544

Oppenheim, David; And Others
Aggression and Coherence in Children's Narratives: Links with Family Relationships and Adaptation.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

DESCRIPTORS- *Constructivism (Learning); *Curriculum; Curriculum Development; *Educational Change; Elementary Secondary Education; *Holistic Approach; *Learning Theories; Student Centered Curriculum; Student Evaluation; *Teacher Education

This book presents a case for the development of classrooms based on constructivist pedagogy, which seeks to: (1) pose problems of emerging relevance to learners; (2) structure learning around "big ideas" or primary concepts; (3) seek and value students' points of view; (4) adapt curriculum to address students' suppositions; and (5) assess student learning in the context of teaching. Chapters in the first part examine the learning process, contrasting the characteristics of a traditional and constructivist classroom, and defining the constructivist approach. Chapters in the second part discuss some guiding principles of constructivism, including structuring learning around primary concepts and adapting curriculum to address students' suppositions. Chapters in the third part discuss ways to create constructivist settings, noting that to do so educators need to structure preservice and inservice teacher education around constructivist principles and practices, jettison most standardized testing, focus resources more on teachers' professional development than on textbooks and workbooks, eliminate letter and number grades, form school-based study groups focused on human developmental principles, and require annual seminars on teaching and learning for administrators and school board members. Contains approximately 150 references. (MDM)

ED 366 429   PS 021 984

Clarke-Stewart, Alison
Daycare. Revised Edition.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Caregiver Role; *Child Caregivers; *Day Care; Day Care Centers; *Day Care Effects; Early Childhood Education; Educational History; Educational Needs; Educational Quality; *Employed Parents; Evaluation Criteria; Family Day Care; *Mothers; School Age Day Care; Standards

Noting that the availability of affordable, quality child care continues to be a major concern of parents, especially mothers, this book offers practical information for solving problems and making decisions about day care. Chapter 1 examines the problem of working families and day care. Chapter 2 explains why the need for child care has increased and why the supply of child care has not kept pace with the need. The history of child care and changes in the availability of services are examined in chapter 3. Chapter 4 reports on the current state of day care in the United States and chapter 5 discusses the effects of day care on children. Chapter 6 examines three aspects of day care that affect children's experience and learning. Chapter 7 discusses the caregiver's role in children's development. Individual differences and the effects of day care are detailed in chapter 8. Guidelines for evaluating high-quality child care are provided in chapter 9, and chapter 10 looks at day care in other countries. The final chapter discusses the future of day care in the United States and offers suggestions for improving the child care situation. References for each chapter are

Education; Program Effectiveness; Program Evaluation; *Substance Abuse; Teacher Attitudes
IDENTIFIERS- *Fetal Drug Exposure; New York City Board of Education

A program was developed and implemented to train early childhood educators in two New York City school districts in how to identify and refer students who have been prenatally exposed to drugs or alcohol. Two substance abuse prevention and intervention specialists implemented the program, training 88 teachers in 4 schools. At the end of the project a curriculum guide was developed to serve as a handbook for replicating the program elsewhere. Evaluation data indicated that teachers increased their knowledge of prenatal drug and alcohol exposure. Teachers also felt that presentations at instructional workshops could be made more clear. A number of recommendations are made in the areas of communication and collaboration, procedure and implementation, and content. (MDM)

ED 366 450 PS 022 072

Superstart 1990-92. Final Evaluation Report. OREA Report.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Curriculum Evaluation; Disadvantaged Youth; Early Intervention; Family Programs; Parent Participation; Poverty Programs; *Preschool Children; *Preschool Education; Program Effectiveness; *Program Evaluation; Program Improvement; Public Schools
IDENTIFIERS- Developmentally Appropriate Programs; *New York (New York); New York City Board of Education; *SuperStart Comprehensive Prekindergarten Prog NY

This report describes the development, introduction, and evaluation of the SuperStart comprehensive prekindergarten program adopted by the New York City Public Schools in 1990. By 1991, SuperStart offered 299 classes in 188 schools, providing a developmentally appropriate learning environment to foster cognitive, social, emotional, and physical development in 4- and 5-year-olds from disadvantaged backgrounds. Part 1 of this report introduces the SuperStart program, while parts 2 and 3 discuss and evaluate the program's implementation at the macro- and micro-levels. Part 4 examines and evaluates the effectiveness of parent involvement and family services provided by SuperStart. Part 5 discusses student outcomes and the program's overall strengths and weaknesses, and part 6 makes specific recommendations to improve the effectiveness of SuperStart. Two appendices provide copies of student application and developmental profile forms. (MDM)

ED 366 451 PS 022 073

Herman, David O.; And Others
Early Childhood Checklist. Pilot Study, Spring 1992. OREA Report.
PUB DATE- May 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Check Lists; Early Intervention; *Elementary School Students; *Grade 1; *Informal Assessment; Mathematical Aptitude; Pilot Projects; Primary Education; Public Schools; *Reading Achievement; Remedial Programs; *Test Reliability;

of the Menominee culture and emphasized culturally relevant values identified by Menominee community members. Program staff received training regarding key elements of Menominee culture. This program came about in response to a lack of Native language and culture programs and to an educational process that lowers the self-esteem of Native students by isolating them from their elders in restrictive, enclosed environments. This paper suggests that tribal school systems must enhance tribal sovereignty by ensuring that cultural and spiritual needs are being addressed through integration of Native history, language, and culture. The Menominee Pride Program was successful in increasing academic skills, improving student interaction, and improving student attitudes toward school. Appendices include a list of values for Menominee schools, a Menominee value statement stressing the importance of family bonding, and the Menominee Pledge. (LP)

ED 366 471 RC 019 430

White, Minerva C.
American Indian Education Research in New York State: A Team Approach.
PUB DATE- Nov 93
NOTE- 32p.; Paper presented at the Annual Meeting of the National Indian Education Association (25th, Mobile, AL, November 6-11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *American Indian Education; *Attendance; Data Collection; Dropouts; Elementary Secondary Education; *Enrollment; Native Language Instruction; Public Schools; Reservation American Indians; Scores
IDENTIFIERS- *Native Americans; *New York

The New York State Department of Education contracts with 13 public school districts for the education of children residing on American Indian reservations. In addition to reporting on all students, the 13 districts must now report the following data on Native American students: (1) scores on standardized achievement tests, Regents competency tests and examinations, the SAT, and the ACT; (2) participation in language classes; (3) attendance; (4) promotion, retention, and dropout; and (5) type of high school diploma. A summary of 1991-92 data reveals that 2,690 Native American students were enrolled in prekindergarten through grade 12, including 251 in Individualized Education Programs or other certificate programs and 82 in gifted and talented programs. Among high school students, 56 percent were in the local diploma track and 39 percent were in the Regents-endorsed degree track. Among high school seniors, 42 percent took the SAT, averaging 393 in verbal and 438 in math, and 18 percent took the ACT, averaging about 21 in all subjects. Attendance rates of Native American students were as good or slightly better than those of all students. Only 31 percent were enrolled in a Native language, and 10 percent were enrolled in another language. In high school, 84 percent were promoted, 8 percent were retained, and 8 percent dropped out; 61 percent of all Native American dropouts were concentrated in two districts. Bar charts compare test scores for Native students, non-Native students, and all students statewide; present attendance rates by grade; and summarize employment of Native American teachers and other

ED 366 490 RC 019 492

Directory of Native Education Resources in the Southeast Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advisory Committees; Advocacy; *American Indian Education; Boards of Education; Cultural Centers; Early Childhood Education; Educational Resources; Elementary Secondary Education; Federal Programs; Higher Education; Job Training; *Organizations (Groups); *Resource Centers; School Districts; *State Agencies; *Tribes
IDENTIFIERS- *Native Americans; *United States (Southeast)

This directory lists approximately 100 tribes, agencies, organizations, and institutions concerned with American Indian education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. While the organizations listed here reflect the Southeastern Regional Vision for Education (SERVE) region, inclusion does not imply endorsement by SERVE. Entries are categorized as national or by state, and include national and regional associations, organizations, clearinghouses, and centers; state-government and private agencies and organizations; federally recognized tribes; tribes not federally recognized; school districts and boards of education; American Indian centers; and postsecondary institutions and related organizations. These groups are concerned with administration of federal, state, and tribal Indian education programs; technical assistance and training for educators and program administrators; cultural education and activities; tribal economic development; supplementary and compensatory education; student financial assistance; advocacy; culture-based environmental education; early childhood education; native language instruction; job training, employment, and social services; and support services for Indian college students. Each entry includes name of director or contact person, address, phone number, and a brief description. This directory contains a map of the regional educational laboratories, contact persons at regional labs, a form for additions or corrections, and a list of SERVE publications and services. (SV)

ED 366 491 RC 019 493

Ford, Phyllis; Blanchard, Jim
Leadership and Administration of Outdoor Pursuits. Second Edition.
PUB DATE- 93
NOTE- 442p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Camping; *Conservation (Environment); *Group Dynamics; Leadership; Leadership Styles; Leadership Training; Outdoor Activities; Outdoor Education; *Planning; *Program Administration; *Safety
IDENTIFIERS- *Outdoor Leadership; *Outdoor Recreation

Outdoor leadership aims to assist outdoor participants in making logical and safe transitions from the routine of everyday life education and discusses the role research was traditionally expected to play in education. Section 2 focuses on more contemporary views about the form and function of research in education. Evidence of both growing skepticism about traditional views and continued acceptance of traditional notions is presented. The third section focuses on problems with the traditional views of research and the traditional view of research's role in applied public policy fields such as education. The final part of the paper focuses on implications of the two problems discussed in Section 3 for rethinking the form and function of educational a research in general and for constructing a research agenda for the National Center for Science Teaching and Learning. (PR)

ED 366 510 SE 054 160

Prescott, Stephanie, Ed.
Literature for Science and Mathematics: Kindergarten through Grade Twelve.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Book Reviews; Elementary Secondary Education; *Interdisciplinary Approach; *Literature; *Mathematics Education; Science Curriculum; *Science Education; Scientific Concepts

This publication was compiled by a committee composed of science and mathematics teachers, curriculum planners, and librarians. Its purpose is to: (1) encourage students to read literature related to science and mathematics and to view such reading as a worthwhile activity; (2) help curriculum planners and teachers select books for their science and mathematics courses; and (3) stimulate educators to evaluate and improve their science and mathematics programs. The book contains over 1,000 annotated entries on the physical science, earth sciences, life sciences, and mathematics. (PR)

ED 366 511 SE 054 163

Stevens, Floraline; And Others
User-Friendly Handbook for Project Evaluation: Science, Mathematics, Engineering, and Technology Education.
PUB DATE- 31 Aug 93
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Educational Research; Elementary Secondary Education; Engineering Education; *Evaluation Methods; Mathematics Education; *Program Evaluation; Science Education; Technology Education
IDENTIFIERS- Science Education Research

This handbook was developed to provide principal investigators and project evaluators with a basic understanding of selected approaches to evaluation. It is aimed at people who need to learn more about both what evaluation can do and how to do an evaluation, rather than those who already have a solid base of experience in the field. It builds on firmly established principles, blending technical knowledge and common sense to meet the special needs of National Science Foundation programs and projects. Chapters include: (1) Evaluation Prototypes; (2) The Evaluation Process--An Overview; (3) Design, Data

ED 366 529 SO 023 678

King, Elizabeth M., Ed.; Hill, M. Anne, Ed.
Women's Education in Developing Countries: Barriers, Benefits, and Policies.
PUB DATE- 93
NOTE- 370p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Economic Development; *Educational Policy; Elementary Secondary Education; Females; Higher Education; International Education; Literacy; Poverty; *Sex Bias; *Sex Discrimination; *Social Change; *Womens Education
IDENTIFIERS- Africa; Asia; Caribbean; South America

This book examines the current state of and prospects for the education of women in developing countries. Generally, as the book indicates, women in such countries receive less education than their male counterparts. Moreover, poorer cultures tend to view girls as less valuable than boys, in that they may be less capable to perform physical labor. The book begins with a foreword and an introduction, followed by an overview of women's education in the developing world and a discussion of returns to women's education. Subsequent chapters examine the issue by region: sub-Saharan Africa, the Middle East and North Africa, Latin America and the Caribbean, South Asia, and East Asia. The chapters include detailed data on the economic and educational state of the regions, government policy, conclusions, notes, and references. A final chapter, "Educating Women: Lessons from Experience," discusses such topics as how to expand women's educational access, how to reduce direct costs, and more generally, how to alleviate poverty. The book also includes subject and author indices. (SG)

ED 366 530 SO 023 679

Westwood, Geraldine E.
Integrating Thinking Skills into the Third Grade Social Studies Curriculum.
PUB DATE- 93
NOTE- 86p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Creativity; *Critical Thinking; *Curriculum Development; Curriculum Research; Elementary School Curriculum; Elementary School Students; *Grade 3; Learning Activities; Primary Education; *Social Studies; *Student Development; Teacher Attitudes; *Thinking Skills

This practicum was designed to help third grade students develop critical thinking skills of application, analysis, and synthesis in social studies activities. Teachers were unhappy with the teaching of social studies as it existed. Among the contributing causes were the lack of a critical thinking program, an over-dependence on commercially prepared worksheets, and the lack of student opportunities to explore their environment. Specific strategies were developed that addressed the integrating of thinking skills into the third grade social studies curriculum. The solution was to stress thinking skills through the teaching of three to five thinking skill strategies, problem solving techniques, the use of cooperative learning, wait time, and high level questioning techniques. Teachers also wrote and published six social

*Program Implementation; *School Restructuring; State Programs; Teacher Educator Education
IDENTIFIERS- Goodlad (John I); Partner Schools; *Professional Development Schools

In 1990, the South Carolina Center for the Advancement of Teaching and School Leadership was established by the state's legislature to provide support to schools undergoing or planning restructuring. The Center assists schools to analyze needs, establish goals, and implement those goals. Technical assistance and college and school faculty training are among the Center's tasks. The Center established a restructuring network which includes the 28 approved teacher education programs in South Carolina and more than 100 associate schools throughout the state. These schools, which become partner schools and professional development schools, have pivotal roles in driving educational change in the Center's model for school improvement. In addition, the Center is a partner in the South Carolina collaborative chosen as one of the eight Goodlad sites engaged in developing model programs that link school restructuring to teacher education reform. Five colleges and universities are partners in the collaborative: Benedict, Furman, Columbia, University of South Carolina, and Winthrop. This paper describes elements of the school/college partnership at each of these institutions, focusing on noteworthy features such as an innovative approach to college faculty load at a professional development school affiliated with the University of South Carolina, partner school criteria, and recruitment of males and persons of color for rural and neighborhood schools. The paper presents 17 guidelines for establishing statewide collaboratives to facilitate school restructuring. (IAH)

ED 366 550   SP 034 860

Comprehensive Health Education: Creating the Colorado Model, 1991-1992.
PUB DATE- Nov 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; *Community Programs; Educational Cooperation; Elementary Secondary Education; *Health Education; *Health Promotion; Models; Parent Participation; Preschool Education; Program Descriptions; Program Development; Program Implementation; School Districts; State Aid; *State Legislation; State Programs
IDENTIFIERS- *Colorado; Colorado Comprehensive Health Education Act 1990; *Comprehensive School Health Education

This report describes the beginning of a community-based effort across Colorado to promote healthy lifestyles and modify risk behavior of children, in conjunction with the Colorado Comprehensive Health Education Act of 1990. The report summarizes what was accomplished during the first year of funding and offers a picture of how communities across the state collaborated on the initiative. Twenty-three projects are described, representing 20 school districts which were awarded state grants. The selected projects included a strong community collaboration commitment and parent participation in designing or enhancing a comprehensive health education program. Following the project descriptions is a list of recommendations for project improvements at the local and state levels. The text of the Colorado Comprehensive Health Education Act is provided, followed by guidelines and rules for implementing the

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Educational Research; *Elementary Education; Foundations of Education; Higher Education; *Movement Education; *Physical Education; Physical Education Teachers; *Program Content; Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Health Related Fitness; *Pedagogical Content Knowledge

Articles published in the past few years documenting thinking about various topics on physical education for children are combined in the six sections of this book. The first section, "Perspectives on Elementary School Physical Education," provides eight articles on elementary school physical education, movement programs, and physical fitness. The second section, "Foundations for Elementary School Physical Education," includes five articles which illustrate the importance of sound foundational knowledge in developing appropriate movement experiences for children. Section 3, "Curriculum Considerations," presents a variety of topics: theoretical constructs of elementary school physical education, program goals, content, competition, gender role stereotyping, public relations, legal issues, and HIV/AIDS. Ten articles in section 4, "Pedagogical Considerations," provide a framework for examining instructional theory and professional practice. Section 5, "Teacher Education for Elementary School Physical Education," highlights the preparation of students as elementary school physical educators (three of five articles are from a conference sponsored by the Council on Physical Education for Children). The final section, "Research on Children and Children's Physical Education," addresses the following topics for researchers' attention: fitness, test reliability, academic learning time in physical education, and student decision-making. (Contains approximately 60 references.) (LL)

ED 366 570   SP 034 985

Hjelm, John R.
The Holmes Group and Health Education: Oil and Water?
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Extended Teacher Education Programs; Health Education; Higher Education; Predictive Measurement; *Preservice Teacher Education; *Program Attitudes; *Program Implementation; Schools of Education; Teacher Educators
IDENTIFIERS- *Health Educators; *Holmes Group Report; Preservice Teachers; Reform Efforts

The Holmes Group recommends that teacher education be extended and restructured to produce highly competent teachers. This study was conducted to determine the impact of the Holmes Group recommendations on preservice preparation of health education teachers. Health education department chairs at nine universities belonging to the Holmes Group were invited to complete questionnaires identifying and ranking predicted and perceived effects of these recommendations on health education majors. The responses indicated a lack of agreement among the subjects. Based on informants' responses, the following general predictions were arrived at: (1) students graduating from Holmes-based extended teacher education programs will be well-prepared to teach; (2) few schools will actually implement a approaches. Pace and Potterfield (1992) have identified characteristics of rural students in the southeastern section of the United States and have found that: rural learners are likely to be global learners, to have a strong preference for cooperating with others, to see learning as a social experience, to have an aversion to individual recognition, to have difficulty with arbitrarily set time frames, to prefer oral transmission of information in a social setting, to exhibit a tendency toward subjective conclusions, and to have a sense of powerlessness concerning events and the environment. Certain modifications, commensurate with learning styles of rural students, have been made in teacher education coursework offered at the undergraduate, graduate, and inservice levels, that are matched on a one-to-one correspondence with these rural students. It is suggested that these modifications can be made in any undergraduate or graduate course since the emphasis is on classroom climate, social cooperative skills, and teaching strategies. (LL)

ED 366 589 SP 035 015

Bloodsworth, Gaston; Fitzgerald, Doris
A Multicultural Model for Rural At-Risk Students.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Cooperative Learning; Cultural Awareness; Elementary School Students; Elementary Secondary Education; Higher Education; High Risk Students; *Integrated Curriculum; Language Arts; Minority Groups; *Multicultural Education; *Rural Education; *Rural Youth; Secondary School Students; Self Concept; Social Studies; Student Characteristics; Teacher Attitudes; *Teacher Education Curriculum; *Teaching Models

Education reform mandates that teachers be able to function competently in multicultural classrooms. This paper describes a culturally aware teaching model designed to address the problems and needs of rural at-risk students. The major goal of the model is to empower students through acceptance, understanding, respect, and appreciation of both the self and other cultures. The pedagogically nontraditional model, developmental in nature, stresses a common culture curriculum that includes contributions of Black, Native American, Hispanic, Asian, and religious minorities within the student population. The program integrates social studies and language arts to form a core curriculum and draws heavily from literature as a means of teaching much of the content area. Emphasis is placed not on the textbook, but on creative experiences developed through the unit approach and the use of appropriate literature. To match the unique learning styles and characteristics of rural students, cooperative learning experiences are introduced. This approach enhances the self-worth of rural at-risk students and strengthens the positive correlations between self-concept and school achievement, thus reducing the at-risk factor. (Contains 22 references.) (LL)

ED 366 590 SP 035 016

Bloodsworth, Gaston
Rural Education and the Urban Reform Movement.
PUB DATE- 93

assigned by the Test Collection); TI (name of the instrument); DT (components within the overall test that assess particular skills or factors); AU (personal or institutional author); YR (year in which the test was published or copyrighted); AV (test publisher or distributor); GL (list of grades for which the test is suitable); TG (list of ages for which the test is suitable); and AB (a description of the test and its purpose). (HAC)

ED 366 611 TM 020 861

MacDonald, Suzanne; And Others
Qualitative Analysis of a Synthetic Culture: A Methodological Inquiry.
PUB DATE- Oct 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; Classification; Coding; *Comics (Publications); Constructivism (Learning); Context Effect; Criticism; *Culture; Fiction; Graduate Students; Group Dynamics; Higher Education; *Qualitative Research; Researchers; *Research Methodology; *Synthesis; Training
IDENTIFIERS- *Grounded Theory

The study is a methodological inquiry into the interpretation of qualitative data. It explores a grounded theory approach to the synthesis of data, and examines, in particular, construction of categories. It focuses on ways of organizing data and attaching meaning, as research problems embedded in cultural context are explored. A qualitative research training task, with 4-7 subjects per group (4 or 5 groups per class), evaluating comic strip culture was used. We wanted to know how different ways of categorizing data lead to different interpretations of comic strip culture. In this regard, we were looking at: (1) consistency within groups, and (2) how groups differ. Implications of this study center around the idiosyncratic nature of qualitative research, issues related to generalizability, and relationships between training and non-training of researchers to the interpretation of data. Three tables and five figures are included. (Contains 10 references.) (Author)

ED 366 612 TM 020 909

Jarrell, Michele G.; And Others
Educational Research--Past, Present, and Future as Viewed by Graduates of an Educational Research Program.
PUB DATE- Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; *Educational Change; Educational History; *Educational Research; Employment Level; *Employment Potential; Financial Support; Futures (of Society); Graduate Students; Higher Education; Measurement Techniques; *Outcomes of Education; *Researchers; Research Needs; Research

Ogden, Darlene H.
Cognitive Style Influence in Reacting to Pictures.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Cognitive Style; College Students; Field Dependence Independence; Graduate Students; Higher Education; Holistic Approach; Pictorial Stimuli; *Responses; *Sex Differences; Visual Measures
IDENTIFIERS- Complex Concepts; *Group Embedded Figures Test; *Pictures

Free verbal responses to pictures as an indication of cognitive style were studied for 199 college students, at Eastern Kentucky University. The Group Embedded Figures Test (GEFT) was administered following presentation of the pictures, a series of colored pictures of simple, medium and complex configuration. Responses given to three graduate student judges were classified as specific (related to something in the picture) or general (related to something not seen). Multiple chi square analyses explored relationships of cognitive style, sex, and picture complexity to the number of general and specific responses. Males made significantly fewer general and more specific responses than expected, while females made more general and fewer specific responses than expected. Males and females did not differ in response to picture complexity, and field-dependent and field-independent subjects did not differ significantly in the number of general and specific responses. There was a significant interaction between sex and picture complexity for field-dependent subjects, with males giving more general and fewer specific responses than expected for complex pictures, and females giving fewer general and more specific responses. No interaction between sex and picture complexity was found for field independent subjects. Results indicate the complex interactions of sex and cognitive style. Two tables and three figures present analysis results. (Contains 14 references.) (SLD)

ED 366 630 TM 021 024

Haygood, E. Langston; Iran-Nejad, Asghar
Analysis of Learning Conceptions Based on Three Modules.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptation Level Theory; Cognitive Processes; *Cognitive Style; Factor Analysis; Higher Education; *Knowledge Level; Learning Processes; *Learning Strategies; *Models; Problem Solving; Rote Learning; Test Construction; Undergraduate Students
IDENTIFIERS- Intentional Learning Module; Interest Creating Discovery Module; Internalization; Schoolwork Module

Three learning modules are described and investigated as they reflect different students' conceptions of and approaches to

Reviews; *Multiple Choice Tests; *Testing Problems; Test Reliability; *Test Use; Test Validity; Time Management
IDENTIFIERS- *Performance Based Evaluation; Reform Efforts; Testing Effects

A review of the recent literature has yielded a number of concerns about the validity, reliability, cost, efficiency, generalizability, utility, and cultural sensitivity of performance based assessments. The resulting conclusion was that continuing the performance based assessment initiative should be rethought. Suggested alternatives included understanding the mistaken rationale for abandoning multiple-choice testing, continuing the use of reformed multiple-choice tests, adopting a multiple measures approach to assessment, and recognizing the limits of testing in accountability and educational reform. (Contains 51 references.) (Author)

ED 366 648 TM 021 062

Nelson, David E.; Ross, John D.
Utah Educational Quality Indicators. The Seventh in the Report Series.
PUB DATE- Jun 89
NOTE- 133p.; For the sixth in the report series, see ED 278 157.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Aptitude; Census Figures; College Admission; *Course Selection (Students); Educational Attainment; Educational Experience; Educational Improvement; Educational Objectives; Educational Quality; Elementary Secondary Education; Graduation Requirements; High School Seniors; International Studies; Student Attitudes; *Student Characteristics; *Test Results
IDENTIFIERS- *Educational Indicators; *Utah

This report, the seventh in a series, summarizes information taken from a variety of ongoing and special studies about education in Utah. The first type of information deals with students' academic achievements and aptitudes. This category includes results from the American College Testing Program, the Scholastic Aptitude Test, the Preliminary Scholastic Aptitude Test, the Utah Statewide Educational Assessment Program, the Advanced Placement Program, the National Assessment of Educational Progress Program, and several studies of international education. A second category of information relates to students' attitudes, noncognitive characteristics, and evaluations of their school experiences. Also included are two types of information on educational attainment that are reported in the national context compared with census figures and in connection with course-selection patterns of high school seniors. Utah students are showing improvement in a number of academic areas, and such improvement presumably reflects the impact of the educational reforms implemented to date. Reforms include higher requirements for graduation and college admission. Implications for additional educational reform are discussed. Test results and student information are presented in 37 exhibits. (Contains 26 references.) (SLD)

ED 366 649 TM 021 063

Review of Literature and Survey Results for the Utah State Core Curriculum Performance Assessment. Draft.
SPONS. AGENCY- Utah State Office of Education, Salt Lake City.
PUB DATE- Aug 92

Educational Attainment in the Netherlands for the 1891-1960 Birth Cohorts" (Paul M. De Graaf and Harry B. G. Ganzeboom); (5) "Persisting Inequalities in Sweden" (Jan O. Jonsson); (6) "Educational Attainment in a Changing Educational System: The Case of England and Wales" (Alan C. Kerckhoff and Jerry M. Trott); (7) "Inequality of Educational Opportunity in Italy" (Antonio Cobalti and Antonio Schizzerotto); (8) "The Lifelong Shadow: Social Origins and Educational Opportunity in Switzerland" (Marlis Buchmann and Maria Charles with Stefan Sacchi); (9) "Changes in Educational Stratification in Taiwan" (Shu-Ling Tsai and Hei-Yuan Chiu); (10) "Trends in Educational Attainment in Japan" (Donald J. Treiman and Kazuo Yamaguchi); (11) "Who Won and Who Lost in a Socialist Redistribution in Czechoslovakia?" (Petr Mateju); (12) "Inequalities in Educational Opportunity in Hungary" (Szonja Szelenyi and Karen Aschaffenburg); (13) "Educational Inequalities in Postwar Poland" (Barbara Heyns and Ireneusz Biatecki); (14) "From Peasantry to Proletariat: Changes in the Educational Stratification of Arabs in Israel" (Yossi Shavit); and (15) "Educational Stratification on Observed and Unobserved Components of Family Background" (Robert D. Mare). (Contains 425 references.) (SLD)

ED 366 668 UD 029 685

Thorne, Barrie
Gender Play: Girls and Boys in School.
PUB DATE- 93
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; Black Students; Childhood Attitudes; *Children; Class Organization; Constructivism (Learning); Elementary Education; *Elementary School Students; Ethnic Groups; Grade 4; Grade 5; Hispanic Americans; *Identification (Psychology); Orientation; *Play; Racial Differences; *Sex Differences; *Sexual Identity; Social Class; White Students
IDENTIFIERS- African Americans; Chicanos; Social Constructivism; Social Power

Daily observations of children in the classroom and on the playground show how children construct and experience gender in school. Observations were made in working class communities and emphasize the experiences of fourth and fifth graders. Most children were White, but a sizable minority were Latino, Chicano, or African American. It is argued that the organization and meaning of gender are influenced by age, ethnicity, race, sexuality, and social class, and that they shift with social context. Gender identity is regarded, not through the lens of individual socialization or difference, but as a social process involving groups of children. Children, or "kids," as they are called here, take an active hand in constructing gender, and collective practices of children animate the process. In this acknowledgment, children are regarded as full social actors, living in the present but influenced by larger forces. Extensive anecdotal and background notes for each chapter give ideas some context and direct readers to other specific studies. (Contains 285 references.) (SLD)

ED 366 669 UD 029 686

Downing, Karen E.; And Others

levels of facilitator training and supervision, and the use of community resources and referral networks. Chapter 6 examines the extent to which the programs are successful in fostering group processes and explores the inner mechanisms of the support groups within them, as well as the extent to which peer influence is generated within their meetings. The final chapter summarizes the findings on the effectiveness of peer support groups; identifies the most promising applications; and offers recommendations for the selection, training, and supervision of effective facilitators. (Contains 30 references.) (GLR)

ED 366 687 UD 029 709

Rossell, Christine H.
The Carrot or the Stick for School Desegregation Policy. Magnet Schools or Forced Busing.
PUB DATE- 90
NOTE- 276p.; For related documents, see ED 301 616 and ED 279 781.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Comparative Analysis; *Desegregation Methods; Educational Policy; Elementary Secondary Education; Enrollment Trends; Equal Education; Federal Legislation; Incentives; *Magnet Schools; Policy Formation; Public Policy; Racial Integration; Racially Balanced Schools; *School Desegregation; Surveys; Tables (Data); *Urban Schools; *Voluntary Desegregation

This book addresses issues in the field of school desegregation and public policy and compares the desegregation effectiveness of voluntary plans with magnet schools to mandatory reassignment plans with magnet schools. Issues addressed include: (1) how school desegregation plans have evolved over time; (2) how one measures the desegregation effectiveness of desegregation remedies; (3) whether policies are more likely to achieve their goals and be more effective if citizens are commanded to obey or given incentives to do so; (4) the characteristics of magnet schools that are attractive to both white and black parents; (5) the effect of magnet schools on the quality of education; (6) the national school desegregation trends; and (7) the relative merit of voluntary and mandatory plans as assessed by criteria commonly used by policy analysts. Using a survey of school personnel and parents in 119 school districts, the document reports that the voluntary plans with incentives (magnets) ultimately produce more interracial exposure than the mandatory plans--a conclusion that contradicts three decades of research that judged mandatory reassignment plans more effective than voluntary plans in desegregating schools. (Contains over 150 references and an index.) (GLR)

ED 366 688 UD 029 710

Morgan, Michael
Channel One in the Public Schools: Widening the Gaps.
PUB DATE- 13 Oct 93
NOTE- 32p.; A research report prepared for UNPLUG.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Closed Circuit Television; *Economically Disadvantaged; Expenditure per Student; High

Youth Violence: Gangs on Main Street, USA. Issues in Brief.
PUB DATE- 93
NOTE- 9p.; A report from the Pew Partnership for Civil Change program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aggression; *Antisocial Behavior; Community Cooperation; *Crime Prevention; Drug Abuse; Economically Disadvantaged; Intervention; *Juvenile Gangs; Urban Areas; *Urban Youth; *Violence

This report profiles the issue of youth violence: the history of its appearance in U.S. culture, the recent escalation of gang activity in U.S. communities, and the strategies put forth in smaller cities to meet this challenge. The report notes that there has been an explosion of gang violence in the United States that has been fostered by a vacuum in economic opportunity and a lack of purpose in life, with both conditions further aggravated by the narcotics business. Centering violence-prevention strategies on penalty and incarceration only causes the community to further estrange itself from its youth. New strategies are needed that are more broad based and community wide that stress education, employment, and the health care needs of youth and their families. Small cities are in a unique position to meet the challenge because gang violence is a fairly new problem for them, and a timely intervention could potentially eradicate it. Several small city efforts in stemming gang violence are highlighted. Lessons learned in addressing youth violence are that gangs are a symptom of social ills that can best be cured by education, training, and jobs; that interdisciplinary partnerships can help bridge generational gaps and break down traditional barriers in the community; and that youth interventions targeting younger children pay big personal and community dividends. (GLR)

ED 366 707 UD 029 737

O'Bannon, Blanche W.
A Comparison of Role Expectations for Effective Urban Teachers and Behavioral Profiles of Candidates for Alternative Teacher Licensure.
PUB DATE- 10 Nov 93
NOTE- 22p.; Paper presented at the Mid South Educational Research Association (19th, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Alternative Teacher Certification; Comparative Analysis; Educational Environment; Elementary Education; Elementary School Teachers; Employment Interviews; Higher Education; Interpersonal Competence; Success; *Teacher Behavior; *Teacher Characteristics; Teacher Expectations of Students; *Teacher Role; *Teacher Selection; Teacher Supply and Demand; *Urban Schools

Despite a high attrition rate among urban teachers, some have remained and have proven to be effective with the urban population of learners. This paper determines the perceptions of urban teachers and university faculty of the role of an effective urban teacher and compares these perceptions to the natural behavioral styles of candidates for an initial and alternative licensure program in a College of Education. Using recommendations; (3) funding formulas and the recommendation process; (4) funding formula supporting data for senior institutions; (5) funding formula supporting data for two-year institutions; and (6) critical capital needs in Alabama public higher education. An appendix provides summaries of funding requests and recommendations of capital for Alabama Public Higher Education institutions. (JB)

ED 366 271 HE 027 115

Inventory of Physical Facilities of Ontario Universities, 1992-93.
PUB DATE- Dec 93
NOTE- 89p.; For an earlier inventory, see ED 328 190.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Buildings; *Educational Facilities; *Facility Inventory; Facility Requirements; Foreign Countries; Higher Education; Space Classification; *Space Utilization; Standards; Universities
IDENTIFIERS- *Ontario

This document presents an inventory of current physical facilities of universities in Ontario (Canada) as of the 1992-93 academic year and a review of trends over the past 10 years. Section 1 is an introduction. Section 2 reviews trends of the past 10 years in seven graphs. Section 3 contains tables providing data by institution. They include information on functional breakdown of formula space usage, net assignable square meters (NASM) by generated space by functional area, inventory of university space, distribution of NASM by major space category and institution, and age profile of space. Additional tables show individual institutions' space requirements as measured by Council of Ontario Universities (COU) space standards. Section 4 contains 10 summary tables showing classroom facilities, class laboratory space, research facilities laboratory space, academic departmental office and related space, library space, physical education and athletics space, maintenance space, student and central services space, and total space. Appendixes include definitions, a list of input measures and their definitions, the program classification scheme, COU space standards, and a list of COU publications on space standards and planning. (JB) applications. Three conclusions are based on these findings. First, high school and college students should start with word processing programs such as WordPerfect because inexpensive student versions of these programs are available. Second, Windows-like programs and others with icons and pull down menus are the favorites with students and mask the operating systems. There seems to be little need to teach programs such as DOS or BASIC. Third, students need opportunities to use their computer skills, or they soon lose them. The impact on teacher education of the implementation of a K-12 computer skills curriculum in North Carolina is also addressed. (KRN)

ED 366 292 IR 016 485

Delivering Electronic Information in a Knowledge-Based Democracy. Summary of Proceedings (Washington, DC, July 14, 1993).
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Agenda Setting; Conferences; *Democracy; Economic Factors; Government Role; Information Dissemination; *Information Networks; Intellectual Property; Library Cooperation; *Library Role; National Security; *Policy Formation; Political Influences; Public Libraries; *Public Policy; *Telecommunications; User Needs (Information)
IDENTIFIERS- Digital Technology; Electronic Libraries; Information Infrastructure; Regulatory Agencies

The Library of Congress hosted a 1-day conference, "Delivering Electronic Information in a Knowledge-Based Democracy" to explore the public policy framework essential to creating electronic information resources and making them broadly available. Participants from a variety of sectors contributed to wide-ranging discussions on issues related to building digital libraries, defining the roles of various players, and promoting the public interest and economic growth. Several members of Congress joined with Vice President Gore in acknowledging the importance of an advanced information infrastructure. The Librarian of Congress emphasized the need to sustain in the digital age the democratic equal access to information that libraries provided in the age of print. Libraries now confront the task of simultaneously maintaining existing paper-based collections, digitizing selected materials, and providing access to the rapidly growing volume of information originating in digital form. Collaboration between the public and private sectors is essential to promoting an advanced information infrastructure. Government can most effectively support the development of an advanced information infrastructure through a public policy agenda that includes: (1) updating the regulatory structure; (2) ensuring equitable access; (3) protecting intellectual property; (4) enhancing security and privacy; and (5) supporting the creation of digital libraries. An appendix lists the 46 conference participants. (SLD)

Guidelines for Planning Local Government Records Programs. Local Government Records Technical Information Series No. 43.

PUB DATE- 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Archives; Change; Futures (of Society); *Local Government; *Needs Assessment; Objectives; *Planning; *Program Implementation; *Records Management

Local governments need to develop records management programs that meet present-day needs as well as the demands of the future. This requires planning, systematically establishing program goals, and organizing and allocating staff and other resources to meet these goals by established deadlines. The importance of long-term and short-term planning is explored, and the basics for program planning and for records inventory and needs assessment are outlined. Most plans have the four elements of mission statement, goals, objectives, and activities. Steps that will help ensure the likelihood of success of planning efforts are identified. Three sample plans are presented in appendices: an actual plan, a generic long-term plan, and a one-year plan. (SLD)

*Computer Assisted Instruction; Educational Improvement;
*Educational Technology; Elementary Secondary Education;
Financial Support; Futures (of Society); Glossaries; Grants;
Staff Development; Strategic Planning; Videotape Recordings
IDENTIFIERS- *Technology Plans

This book is designed to help a Technology Advisory Council (TAC) get a start at helping children obtain a better education--an education that prepares them for adulthood in an information age society. The advisory council is a representative group of stakeholders, i.e., the people who are affected by decisions and those involved in implementing the decisions. This book provides a sense of direction for some things that a TAC might do once it is started. The book is divided into 10 chapters: (1) The Electronic Classroom; (2) Overview of Computers in Education; (3) Building a Technology Advisory Council; (4) The Strategic Planning Process; (5) Gathering Baseline Data; (6) Megatrends: Computers in Education; (7) Current and Future Technology; (8) Goals for Computer Technology in Education; (9) Staff Development as a Change Agent; and (10) Final Remarks. The appendices include letters which provide background information to stakeholders; a number of funding sources that can help a school increase its uses of technology; a network of contact people, places, and projects; an annotated list of some fundamental readings; and a list of videos that can help TAC members and others learn about educational uses of computers. A glossary of key terms is included. (TMK)

ED 366 354 IR 054 836

Brooks, Monica A.
West Virginia State College, Drain-Jordan Library, Circulation Department Manual of Circulation Desk Procedures.
PUB DATE- Jun 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; Library Administration; Library Automation; *Library Circulation; Library Education; Library Personnel; Library Role; *Library Services; Library Standards
IDENTIFIERS- West Virginia State College

This manual is designed to prepare and aid the staff for expected duties working at the circulation desk at Drain-Jordan Library at West Virginia State College. The manual is divided into sections to help with a quick review of procedures and policies. Topics discussed include an overview of the circulation department; patron registration; circulation of library materials; computer downtime and manual circulation system; delinquencies and fines; additional services, including holds and recalls; reserve collections; money accounting; student assistants; monthly and annual reports; bindery; public service needs at the desk; and emergency procedures. (JLB)

overlap of similar tasks; and instructors uncertain of the services available at different areas of the AISS. A description of the stages in the development of AISS's new academic computing policy, a flexible design methodology called Educational Information Architecture, is provided. (PAA)

ED 366 373 JC 940 093

Berriozabal, Manuel P.
Texas Pre-Freshman Engineering Program. Annual Report, September 1, 1992-August 31, 1993.
PUB DATE- 31 Aug 93
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); College Bound Students; *College School Cooperation; College Students; *Engineering Education; Followup Studies; Higher Education; High School Graduates; High Schools; High School Students; Intermediate Grades; Junior High Schools; Middle Schools; *Minority Groups; Outcomes of Education; Science Programs; *Student Recruitment; Summer Programs; *Technical Education; Universities
IDENTIFIERS- *Texas Prefreshman Engineering Program

The Texas Prefreshman Engineering Program (TexPREP) was established in 1979 at 10 college and university campuses in the state to identify high achieving middle/high school students interested in pursuing engineering or scientific careers and to give these individuals reinforcement to pursue future college studies. This annual report features information on program goals, components, approaches, and outcomes as of 1993. The first section, which reviews goals and operations, explains that TexPREP provides selected students with an academically intense 8 week summer program which stresses the development of abstract reasoning skills, problem-solving skills, and career opportunities in engineering and science through classroom and laboratory experience. This section also provides summaries of site activities and the 1993 TexPREP financial statement. The bulk of the report consists of the following appendixes: (1) a summary of operations; (2) program evaluations by site; (3) data on the ethnicity, gender, and grade level of 1993 TexPREP scholars by site; (4) a list of citations and awards; and (5) data from surveys of the academic status of former TexPREP participants, program distribution of participants (1979-1993), and TexPREP growth rate (overall and by site). These reports indicate that, since 1979, 8,067 students have successfully completed at least one summer of TexPREP, with 79% of participants coming from minority groups and 53% being females; 100% of the college-age respondents to follow-up surveys had graduated high school; and 92% had graduated from or were currently in college. (MAB)

PUB DATE- Jan 94
NOTE- 42p.; Updates ED 345 819.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Historical Materials (060)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; Educational History; Equalization Aid; *Financial Policy; *Financial Support; Grants; Income; *Public Colleges; *State Aid; State Surveys; Statewide Planning; Tables (Data); Tax Allocation; Tuition; Two Year Colleges
IDENTIFIERS- *Illinois

An overview is provided of the fiscal development of the Illinois public community college system. Introductory sections consider the history and administrative structure of the system, and explain special funding provisions of the Public Junior College Act of 1965. The next section provides a profile of past state appropriations, focusing on average tuition rates since 1967, credit hour grant rates from 1966 to 1994, equalization grants, special grants, and other state, federal, and miscellaneous grants. Next, an explanation is provided of the present funding plan, which relies on three major funding sources: (1) state appropriations in the form of credit hour grants, equalization grants, and other special grants, which together represent 27.2% of the colleges' revenues; (2) local funding through property tax assessments, which account for 41.7% of the revenues; and (3) student tuition and fees, which contribute 26.9%. This section also includes a breakdown of total state appropriations from 1966 to 1994, of local property tax equalized assessed valuations for 1969 through 1992, and of changes in sources of college operating revenues between 1973 and 1993. An appendix contains worksheets illustrating the state's community college funding plan, providing formulas and calculations of estimated funds needed and available. (JMC)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Problems; *Coherence; Conflict; Emotional Response; Family Influence; *Marital Satisfaction; *Parent Child Relationship; *Parents; Personal Narratives; *Preschool Children; Preschool Education; Sex Differences

This study of 51 primarily white families with 3-year-old children was designed to demonstrate the relationship between the qualities of children's narratives and measures of family relationships. Children were asked to complete stories involving a range of affect and conflict themes, parent-child dyads were asked to complete several narratives, and several parent questionnaires were used to assess family relationships and adaptation. Results demonstrated that higher levels of marital satisfaction and lower levels of maternal psychological distress, conflict between parent and child, and child behavior problems were associated with higher levels of boys' narrative coherence and fewer aggressive themes in girls' narratives. Higher levels of parental assistance and child participation in parent-child dyads were associated with more coherent narratives in boys and fewer aggressive themes in girls. (MDM) included as well as 11 titles for further reading. (TJQ)

ED 366 430 PS 021 987

Illinois Kids Count: 1993 Report Card.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Kraft General Foods Foundation, Glenview, IL.
PUB DATE- 93
NOTE- 13p.; For related documents, see ED 352 196 and PS 021 988.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; *Child Health; *Child Welfare; Comparative Analysis; Early Childhood Education; Educational Needs; Elementary Secondary Education; Local Norms; Poverty; Program Effectiveness; Program Evaluation; Public Policy; State Aid; State Programs; *State Standards; State Surveys; Unwed Mothers
IDENTIFIERS- *Illinois; *Special Needs Children

This "report card" grades the state of education, health, special needs services, and economic security among Illinois children in 1993. Illinois ranked 38th out of the 50 states in financial contribution per student for education, but had a high disparity in revenues per pupil at the county level, thus earning a "D " grade for education. Nearly 1 in 7 Illinois children had no health insurance, and 28 states had lower infant mortality rates, giving the state a "D" in regard to child health. Of the state's special needs children, nearly 1 in 8 had been born to an unwed teenage mother lacking a high school diploma, and the number of children in foster care in 1993 had doubled since 1985, giving the state a "D-" grade for special needs. In Illinois nearly 1 in 10 families lived in poverty, and the state's Aid to Families with Dependent Children (AFDC) payments were way below the national average, giving the state an "F" grade for economic security. Overall, the state received a "D-" grade for how it cared for the children of Illinois. The Kids First Agenda recommends that the state increase its support for education, adopt a comprehensive health care delivery system for children and families, adopt improved family preservation programs, and increase state AFDC payments and job training programs for low-income single-parent households. (MDM)

Test Selection; Test Validity
IDENTIFIERS- New York City Board of Education

Each spring, the New York City Public Schools conduct evaluations of first-graders to determine which students are in need of remedial reading and mathematics programs. A new measure was designed to be more reliable than the multiple-choice, standardized tests used previously. A checklist of 20 items relating to language arts, reading, and mathematics was culled from various instruments and checklists. The format for each item required teachers to evaluate students' behaviors on a four-point scale. Expanded definitions were drafted for all items to help ensure that teachers would have a common understanding of the behaviors being rated. A pilot study was conducted to evaluate the new instrument, using nearly 1,700 first-graders from 14 schools; scores from the standardized Metropolitan Achievement Test (MAT) were available for about 1,400 of the students. A moderate correlation was found between checklist and MAT scores. (An appendix provides a copy of the directions given to teachers for completing the checklist with students.) (MDM)

school personnel. (SV)

ED 366 472 RC 019 432

Mann, George; And Others
Rural Secondary School Science Teachers: What They Need To Be Successful.
PUB DATE- Nov 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Needs Assessment; *Rural Schools; Science Education; Science Equipment; Science Instruction; Science Materials; *Science Teachers; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Equipment Needs

Any effort to reform science education in the schools must include input from the nation's science teachers concerning what they need to do in order to improve instruction and student performance. Science teachers in rural schools have many needs that differ from those in more urbanized areas. A survey of science teachers in Arkansas, Illinois, Oklahoma, Kansas, Tennessee, and Texas secured responses from 1,507 teachers, about one third of those surveyed. More than half of teachers in five states were over 40 years old. Over half of teachers in all states had more than 10 years experience, and over 25 percent in five states had more than 20 years experience. In all states except Kansas, the majority held a master's degree or higher. Percentage of respondents teaching in a rural area or small town was 62-89 percent. The majority of teachers in four states had three or more daily class preparations, and 62 percent of Kansas teachers had over four. In four states, over half of respondents reported that their equipment and supplies were nonexistent or barely adequate, over 40 percent had no computers for student use, and 21-34 percent did not have laboratory classes. In all states, science instructional resources were rated as inadequate or poor by 34-63 percent of respondents. With regard to instructional strategies, a large majority used lecture, demonstration, and cooperative learning; 33-53 percent never used peer teaching. Results indicate a widespread need for equipment, supplies, materials, and planning time. Without these things, little science can be done in the classroom. Instead, science as product will be read. (SV) to a positive interaction with the natural world. Designed for outdoor leaders and administrators of recreational, educational, and adventure programs, this book provides an overview of current professional practices in outdoor leadership. Part 1 presents background on the diversity of outdoor pursuits and participants, types of sponsoring agencies, values of outdoor recreation, recreational land classification, classification of adventure activities by difficulty, use of federal lands, concepts and interpretation to help participants understand and feel at home in the outdoor environment, and ecological and sociological impact on the environment by outdoor activities. Part 2 outlines: skills and knowledge specific to the outdoor leader, including physiological and psychological human needs; survival skills, planning for possible emergencies, and teaching for survival; first aid; search and rescue resources; public and press relations in emergencies; and navigation training and teaching map and compass skills. Part 3 discusses aspects of leadership and administration, including leadership competencies, styles, and training; basic administrative planning; liability, risk management, and insurance; program promotion and marketing; and transportation issues and policies. Part 4 covers planning and field leadership, including the processes of strategic and tactical planning, group dynamics, decision making, teaching in the outdoors, and leadership of 12 outdoor activities. Each chapter contains references. This book includes an index and many figures that illustrate outdoor techniques or summarize planning criteria. (SV)

Collection, and Data Analysis; (4) Reporting; (5) Examples; (6) Selecting an Evaluator; (7) Glossary; and (8) Annotated Bibliography. (PR)

ED 366 512 SE 054 165

Pranis, Eve; Hale, Jack
GrowLab. A Complete Guide to Gardening in the Classroom.
PUB DATE- 91
NOTE- 128p.; For a companion document in the GrowLab series, see SE 054 166.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Class Activities; Discovery Learning; Elementary Education; Elementary School Science; Environmental Education; *Experiential Learning; Health Education; *Horticulture; Integrated Activities; Junior High Schools; Language Arts; Mathematics Education; Plant Growth; *Plants (Botany); Problem Solving; Science Activities; Science Equipment; *Science Instruction; Secondary School Science; Social Studies; Teaching Guides
IDENTIFIERS- *Gardening; *Hands on Experience

Having a garden in the classroom offers students a chance to explore plant life cycles, and provides a hands-on context for teaching a wide variety of basic subject area skills in science, mathematics, social studies, language arts, health, and fine arts. This teacher guide is designed to help teachers in grades K-8 establish and maintain a garden in their classroom. The information is presented in eight chapters. Chapter 1 helps the teacher plan the garden's role in the classroom. Chapters 2-6 give the teacher the information necessary to cultivate an indoor garden. Topics include setting up, choosing fluorescent tubes and containers, planting and transplanting, maintaining a healthy environment, controlling pests, and preparing the garden for a long vacation. The information provides additional insights into developing curriculum activities, lessons, and experiments. Chapter 7 provides information on troubleshooting and cleaning and storing equipment. Chapter 8 describes ways to build on the enthusiasm that an indoor school gardening program generates, both in school and in the community. Appendices contain an indoor gardening Growers Guide, reproducible activity worksheets, a list of necessary yearly supplies, instructions to build a grow lab, and an annotated reference section that lists books, audiovisual materials, organizational resources, and suppliers of gardening equipment and seeds. (MDH) studies units that were shared with other teachers. Although not all objectives were met, significant growth in thinking skills did occur. Most children showed improvement in application, synthesis, and analysis skills. Creative thinking was fostered by participation in an invention fair. Teacher in-service training sessions were another component of this practicum that was well received. (Author/SG)

ED 366 531   SO 023 681

The Arab-Israeli Conflict: Looking for a Lasting Peace. Alternatives for Public Debate and Policy Development. Choices for the 21st Centruy. Revised.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Aug 93
NOTE- 65p.; Updates ED 354 178.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Conflict Resolution; Controversial Issues (Course Content); Discussion (Teaching Technique); Foreign Countries; Foreign Policy; Futures (of Society); Higher Education; *International Relations; Middle Eastern Studies; Peace; *Policy Formation; *Problem Solving; *Public Policy; Secondary Education; War
IDENTIFIERS- *Arab States; *Israel

This document is part of a series that seeks to help people think constructively about foreign policy issues, to improve citizen involvement, and to encourage debate on public issues. "The Arab-Israeli Conflict from 1920 to 1985"; "A Crossroads in the Middle East"; and "U.S. Thinking and the Politics of Peace" are the issues for discussion. Options that the document suggests for debate appear under the headings "Back Israeli Claims"; "Support a Palestinian State"; "Encourage Compromise"; "Withdraw from the Region"; and "Pass the Baton to the UN." The document includes a note to teachers, a lesson plan and student activities, and abridged background readings. (SG) legislation. (JDD)

ED 366 551 SP 034 928

Coyner, Sandra C.
Relationship between Academic Achievement and Preadmission Testing Criteria for Teacher Education Students at the University of Akron.
PUB DATE- Sep 93
NOTE- 13p.; 1993 Winner of the American Association of University Administrators Foundation Donald A. Gatzke Award for Excellence in Research on the Administration of Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Admission Criteria; Admissions Officers; Doctoral Dissertations; Education Majors; Higher Education; *Predictive Validity; *Predictor Variables; *Schools of Education; *Teacher Education Programs
IDENTIFIERS- *University of Akron OH

The doctoral thesis summarized in this document investigated which set of teacher education program admissions criteria best predict achievement by examining the relationship between outcomes in the teacher education program and test scores and other indicators of academic achievement. The paraticular problem was to determine the predictive value of currently utilized admission tests of academic achievement for teacher education programs at the College of Education, University of Akron (Ohio). A sample of students (N=455) who had been admitted to the College of Education during calendar year 1990 was compared to the population in terms of standardized test scores, incoming grade point averages, course grades, major department, and demographics. The six predictor variables selected by regression analysis were: incoming cumulative grade point average, ACT English, whether a course in educational media had been taken, grades in two edcation course prerequisites, and whether the ACT had been taken. Data analysis indicated that the best predictor of future performance is past performance, and that standardized tests are preferable to course grades due to outside factors (e.g., grade inflation). In addition, performance in certain specific education courses proved to be predictive of academic achievement. These findings imply the desirability of colleges of education requiring certain prerequisite courses and using those course grades in program admissions decisions. (LL)

Holmes-based teacher education program; (3) 4-year programs will continue to prepare health education teachers; and (4) the number of school health education majors will decrease at Holmes universities. Results also suggest that grassroots support for Holmes Group recommendations among health educators is lacking; widespread adoption of Holmes-based curricula in departments of Health Education is not likely; and the Holmes Group will not have much effect on the preparation of health education teachers. The two are like oil and water. (Contains 17 references.) (LL)

ED 366 571   SP 034 987

Mills, Brett D.
Rehabilitation Counseling for Athletes Prior to Retirement: A Preventative Approach Using Self-Acceptance To Enhance Performance before and after Retirement.
PUB DATE- 29 Nov 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anxiety; *Athletes; Athletic Coaches; Cognitive Processes; *Counseling Services; *Counseling Techniques; Higher Education; Models; Performance Factors; *Preretirement Education; Psychological Patterns; *Retirement; Self Concept; *Self Esteem; Self Evaluation (Individuals)

This paper suggests that collegiate and professional athletes preparing to retire should be provided with preretirement and postretirement rehabilitation counseling. The counseling should involve a preventative approach centered around self-acceptance, to enhance the athlete's performance before and after retirement. The development of self-acceptance in an athlete helps him or her to experience less competitive cognitive anxiety. A model for performance enhancement links self-acceptance to cognitive anxiety and cognitive anxiety to performance. Questions are presented that athletes can ask themselves to examine their level of self-acceptance and that coaches can ask themselves to determine their enhancement of athletes' self-acceptance. The issue of retirement for professional athletes is compared to the psychological stages of someone who is dying. These stages include denial and isolation, anger, bargaining, depression, and acceptance. Counseling an athlete as he or she goes through these stages involves listening/confrontation, cognitive therapy, and vocational guidance. Counselors are encouraged to provide empathy and support, break the problem into manageable parts and develop a plan to tackle those parts, and determine the athlete's internal and external strengths and resources. An appendix presents a self-concept diagram. (Contains 12 references.) (JDD)

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Cultural Awareness; *Curriculum Design; *Educational Practices; Elementary Secondary Education; *Rural Education; *Rural Schools; *Rural Urban Differences; *Student Characteristics; Teacher Education Programs; Urban Education
IDENTIFIERS- Diversity (Student); *Reform Efforts

There are major differences between rural and urban education, yet most educational reform efforts have been heavily urban oriented. While reform movements of the 1980s may have benefited urban schools, they have only added to the problems of rural education. Some of the conditions often associated with rural schools are: poverty, reform generated problems stemming from the promotion of national standards and assessments, failure to consider basic inequities among schools, an unwillingness on the part of rural students to seek individual recognition or to engage in individual competition, and the diversity of cultures within rural areas. It is suggested that in order to improve rural education the unique needs of rural schools and the characteristics of rural students must be understood and addressed. Teacher education programs must include rural education as a legitimate entity in curricular studies and pedagogical approaches; educational textbooks need to distinguish between rural and urban education; multicultural education programs should address the diversity found in rural areas; and rural education must be based on academically demanding rural, not urban standards. (LL)

Utilization; Statistics; Surveys
IDENTIFIERS- Cooperative Research Act 1954 Title VII; *Reform Efforts

The objectives of this study were to determine the adequacy of the preparation of Educational Research graduates from the University of Alabama, assess their employment history, and solicit opinions concerning the present and future status of Educational Research. A survey instrument mailed to graduates (Ed.S. and Ph.D) from 1973 to the present contained a variety of item formats, and a better than 84 percent return was obtained. Quantitative data were analyzed using primarily frequencies and percentages. Results indicated a change in program emphasis over the past 20 years including increased emphasis on the use of micro- and mainframe computers and an expansion of statistics and measurement offerings. A majority of the respondents secured a position within the first year of graduation and have remained in that position. Most of the graduates conduct research studies in their position. Graduates viewed the research program favorably, and many suggestions for improvement have already been implemented. The future outlook of the respondents included the continued lack of adequate funding for research and an increased need for Educational Researchers whose efforts can be directed at providing information to a variety of agencies to aid in decision-making, and assist and inform groups engaged in educational reform efforts. (Contains 11 references.) (Author) learning. The Schoolwork Module (SWM) focuses on task performance and involves a passive, incremental, piecemeal, and rote memory method of learning, parallel to what might be implied by the Information Processing model of memory. The Intentional Learning Module (ILM) is based on the tacit conception of learning as constructive internalization of external knowledge. The learner views the body of external information as privileged expert knowledge to be internalized. The Interest Creating Discovery Module (ICDM) is based on the conception of learning as the reorganization of one's own internal knowledge. An inventory was designed to measure the conceptions of learning corresponding to these modules, and it was administered to 194 undergraduate students. Factor analysis was used. It is apparent that all three approaches are used by college students. Only 8 of the 84 items show significant use of SWM, while 7 show use of ILM, and 15 show significant use of ICDM. ICDM may reflect an incorporation of learning conceptions from SWM and ILM, or ICDM users have reinterpreted the questions within their own approach. Two tables present study data. (Contains 19 references.) (SLD)

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Criteria; Critical Thinking; Curriculum Development; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Literature Reviews; Problem Solving; Standards; *State Departments of Education; State Programs; Surveys; Tables (Data); *Test Construction; Test Use
IDENTIFIERS- *Performance Based Evaluation; *Utah

In 1992 the Utah State Office of Education initiated a review of recent literature on performance assessment as a step in establishing the foundation of the Utah State Core Curriculum Performance Assessment Program. Profiles Corporation conducted the review of the literature and contacted educators in all 50 states regarding the current state of large-scale performance assessment. This summary of the nature, design, and use of performance assessments is based on the review and survey. Performance assessment is a response to the calls for educational change that are sweeping the country, and it reflects society's need to produce creative problem solvers, critical thinkers, and information processors. The literature review and the survey make it clear that performance assessments are being developed by states and districts across the country. In general, states are taking their time in developing and testing the new assessments because they are mindful of the problems involved in performance assessment and are attaching high stakes to its results. Implications of the review and survey for the state core-curriculum program are discussed. Survey results are summarized in an attachment, and there is a nine-page table of findings. (Contains 34 references.) (SLD)

Reaching a Multicultural Student Community: A Handbook for Academic Librarians. Greenwood Library Management Collection.
PUB DATE- 93
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Budgeting; College Students; Ethnic Groups; Higher Education; Information Literacy; *Librarians; *Minority Groups; Models; *Multicultural Education; Needs Assessment; *Outreach Programs; Peer Counseling; Peer Relationship; *Peer Teaching; Program Development; Program Evaluation

This handbook is intended for academic librarians who are interested in establishing peer outreach programs for minority students on their campuses or who are trying to decide whether such a program would meet the needs of their students. Chapters include an overview of the unique challenges facing academic institutions and libraries in serving the new multicultural student population, suggestions on working effectively in the current academic environment, and practical guidelines for specific program design, implementation, and evaluation. Topics considered include performing a community analysis, the politics of program development, budgeting, personnel management, and program evaluation. Model program materials are presented, and a bibliography lists additional information sources. Eight tables and nine figures complement the discussion. Three appendixes give training plans and exercises, a minority student survey form, and sample advertisements. (Contains 80 references.) (Author/SLD)

Schools; Junior High Schools; Low Income Groups; Public Schools; School Business Relationship; Secondary Education; Secondary School Students; *Social Problems; Tables (Data); *Urban Schools
IDENTIFIERS- *Channel One

Channel One, an in-school television program, provides a centrally prepared, 10-minute daily newscast accompanied by 2 minutes of commercials. Several states ban Channel One because of concerns about providing advertisers such direct access to students within the walls of tax-supported public school buildings. This paper examines what kinds of schools and what sorts of communities choose to receive Channel One, and where Channel One fits in the pool of educational resources. The study used the data archives of Market Data Retrieval, which involves 17,344 public schools and covers grades 7 through 12, revealing some of the following items: (1) Channel One is most often found in low income area schools, where it is often used instead of traditional educational materials when resources are scarcest; (2) schools that can afford to spend more on their students are much less likely to utilize Channel One; (3) Channel One is more often shown to the students who are least able to afford to buy all the products advertised, thus increasing a sense of alienation and frustration; and (4) increasing commercialization of the culture and the schools suggests a shutting out of other voices and interests of the educational system. The study suggests that the use of Channel One in low-income, socioeconomically deprived schools presents an illusion of providing more and better educational facilities which only contributes to widening the societal gap. (Contains six references.) (GLR)

ED 366 689   UD 029 711

Orfield, Gary; And Others
The Growth of Segregation in American Schools: Changing Patterns of Separation and Poverty since 1968.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Dec 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Blacks; Comparative Analysis; Compensatory Education; Elementary Secondary Education; Enrollment Trends; Hispanic Americans; Housing Discrimination; Minority Groups; *Public Schools; *Racial Integration; *Racially Balanced Schools; *Racial Segregation; *School Desegregation; *Urban Schools; Voluntary Desegregation
IDENTIFIERS- Council of Urban Boards of Education; Education Consolidation Improvement Act Chapter 1

This study shows where school segregation is concentrated and where schools remain highly integrated. It offers the first national comparison of segregation by community size and reveals that segregation remains high in big cities and serious in mid-size central cities. Many African-American and Latino students also attend segregated schools in the suburbs of the largest metropolitan areas, while rural areas and small towns, small metropolitan areas, and the suburbs of the mid-size metro areas are far more integrated. States with more fragmented district structures tend to have higher levels of segregation, particularly in states having relatively small proportions of minority students who are concentrated in a few districts. Based on these and other study findings, the country and its two instruments (The Role Behavior Analysis and the Personal Profile System), the study assessed information collected from 20 effective urban teachers, 11 teacher educators from an urban university that places emphasis on the preparation of teachers for urban schools, and 34 candidates for alternative teacher licensure in an urban setting. The study showed similarities between expectations of urban teachers and urban university professors about the behaviors of effective teachers in the urban setting: effective urban teachers have a primary drive for influencing (or inducement), a secondary drive for dominance, and a drive for steadiness that comes in last. Differences were in the strengths of the tendencies. Comparing these perceptions with predictions for success, as indicated by the Urban Teacher Selection Interview, showed no similarities in the prediction of success using this process with the behavioral patterns that met expectations of teachers and university professors. Four tables and one figure are included. (Contains 40 references.) (GLR)

ED 366 708 UD 029 738

Safety Initiatives in Urban Public Schools.
PUB DATE- Dec 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; *Educational Environment; Elementary Schools; Elementary Secondary Education; Intervention; Parent Participation; Peer Counseling; Police School Relationship; Program Descriptions; *Public Schools; *Safety Education; School Community Relationship; School Districts; *School Safety; Secondary Schools; *Urban Schools; Violence

This report highlights the safety initiatives developed at 31 public school districts across the country and designed to ensure that students have a safe and secure learning environment. Specific initiatives include violence-prevention programs, collaborative efforts among schools and communities, gang prevention and intervention efforts, peer counseling, conflict resolution, administrative and instructional initiatives, and prevention curricula. (GLR)

ED 366 709 UD 029 739

Profiles of Change: Communities of Color in the Twin Cities Area.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Aug 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Asian Americans; *Blacks; Census Figures; Economically Disadvantaged; Educational Attainment; Employment Statistics; Ethnic Distribution; *Hispanic Americans; Housing; Metropolitan Areas; *Minority Group Children; Minority Groups; Population Trends; *Socioeconomic Status; Statistical Data; Tables (Data); *Urban American Indians; Urban Demography
IDENTIFIERS- *Minnesota (Twin Cities)

This report presents an overview of social and economic census data on African Americans, American Indians, Asians, and

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